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ABSTRACT

This report describes a pilot project to introduce a vocational preparation scheme into a youth custody center in Great Britain. The experimental project was evaluated to produce guidelines for similar developments in other young offender establishments. An introduction precedes two chapters that describe Everthorpe, the youth custody center for young male offenders, and City and Guilds 365 Vocational Preparation, a scheme to allow young people to explore a range of vocational activities. Chapters 4-7 discuss why the Vocational Preparation 365 course was chosen, setting up 365 in Everthorpe, continuing staff support and development, and running 365. Chapter 8 highlights issues arising from the introduction of vocational preparation schemes, including implementation that was satisfactory to the City and Guilds of London Institute and Everthorpe, a changed regime at Everthorpe, staff training, staff attitudes, effects on regime and management, production of assignments (teaching materials), and constraints of a penal establishment. Chapters 9-12 address progression beyond 365 or Certificate of Pre-Vocational Education (CPVE), changeover to CPVE, and local education agency support. A conclusion contains a model plan of action. Appendixes, amounting to approximately three-fourths of the report, include project materials, a guide to preparing an assignment, and case studies of three Everthorpe trainees. (YLB)

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PRE-VOCATIONAL EDUCATION: AN INSIDE STORY

A study on the introduction of pre-vocational education into a youth custody centre

CE 044 372

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FOREWORD

i) The Criminal Justice Act 1982 redesignated all young offender establishments youth custody centres (YCCs), and required that with the new name should come a new approach to the planning of their regimes. The opportunities they offer for education, physical activities and work training and/or experience should in future all play their part in an integrated, structured preparation for life after release. The education and training aspects of such regimes should reflect as far as possible the opportunities which would be available to trainees in normal life.

ii) The prison service has therefore focused on the new developments in the public education and training system for 14- to 19-year-olds. Since the publication of the Holland Report[1] and FEU's *A Basis for Choice*[2] the emphasis in this area has been on schemes of vocational preparation. The FEU publication *Vocational Preparation*[3] defined its essential features as negotiation; counselling, guidance and assessment; the acquisition of basic skills and knowledge; and relevance and experience. FE examining bodies quickly appreciated the need for related forms of certification, one of the first and best known of which was the City and Guilds of London Institute's Certificate of Vocational Preparation (General), better known as City and Guilds 365. Even as this new certificate was being introduced, it was already being overtaken by major national developments from both the MSC (the Youth Training Scheme) and the DES (Certificate of Pre-Vocational Education).

iii) Planners of YCC regimes and their advisers, notably Her Majesty's Chief Inspector of Prisons, HMI of the DES and the Home Office Prison Department Chief Education Officer's Branch, readily saw the relationships between these developments and the new approach required by the Act. Vocational preparation schemes are relevant to YCC programmes, firstly because they provide a framework for integrating all the resources normally available in YCCs into a single, supportive regime which meets both YCC objectives and trainee needs, and secondly because they allow trainees to take advantage of similar opportunities to those available to the same age group outside prison.

iv) FEU, meanwhile, has continued to explore aspects of vocational preparation, including curricular strategies, delivery mechanisms in different circumstances and staff development implications.

1. *Young People and Work* MSC 1977
2. *A Basis for Choice* FEU 1979; latest edition 1982
3. *Vocational Preparation* FEU 1981

v) FEU and the Home Office Prison Department Chief Education Officer's Branch therefore agreed to a joint pilot project to introduce a vocational preparation scheme into a selected youth custody centre, and to evaluate the experimental project in order both to produce guidelines for similar developments in other young offender establishments and to add to the general experience in FE of vocational preparation in practice. HM YCC Everthorpe was chosen and the project specification was drawn up by Home Office and FEU officers in consultation with the Governor and Education Officer at the establishment, the home LEA (Humberside), the link FE college (Hull College of FE) and CGLI.

vi) City and Guilds 365 was the form of provision initially selected, but shortly after the start of the project, 365 was subsumed into the newly launched CPVE. This meant that no sooner had Everthorpe been approved as a 365 centre, than it had to prepare a new submission for CPVE approval to ensure the survival of the new scheme beyond the first year. In the end, however, this proved to be an advantage, since CPVE is particularly relevant to YCC regimes, and the Everthorpe project has produced useful guidance for other establishments which will need to prepare for its introduction.

vii) The report which follows highlights particularly two separate but relevant considerations:

1. the problems of attempting educational innovation in a closed establishment in which education and training are not regarded as the primary function;
2. all curriculum development has staff development implications which relate to all staff in providing institutions, not just teaching staff.

viii) The first of these issues may be peculiar to prison establishments, but the second applies equally to all educational institutions. FEU and the Home Office therefore believe that this report will be of considerable use to those planning prison education programmes, particularly in young offender establishments, but also that the Everthorpe experience and material contain much to inform and assist those developing CPVE and other forms of vocational preparation in a variety of different contexts.

ix) This has been a difficult exercise to bring to a successful conclusion because of the number of people and organisations whose co-operation was essential and the inevitable problems of mounting such a complicated new project in a prison setting. FEU and the Home Office are grateful to all those who put

their time and energies into the work of the project, particularly the Governor, Education Officer and staff of HM YCC Everthorpe.

x) Comments or enquiries about this report will be welcome. They should be addressed initially to Dennis Drysdale at FEU (Tel: 01-934 9857) or Bill Burkey, Second Chief Deputy Education Officer at Home Office Prison Department Headquarters (Tel: 01-211 8628).

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1. INTRODUCTION

1. This report will detail an attempt to introduce into a penal establishment a vocational preparation scheme whose central objectives relate to such outcomes as training choices, self-respect and accepting responsibility for one's own further development. It is concerned with what can be achieved in a youth custody centre accommodating young males aged between 15 and 21 years, whose crimes range from shop-lifting to very serious assaults. Ways will be suggested in which positive changes in attitude and behaviour might be achieved and imprisonment may not result in disadvantage in terms of training opportunities.

2. Much thought and energy and considerable resources are already invested in attempts to affect attitudes and behaviour. Training, work experience, education, personal relationships with staff and discipline all play a part in these attempts. There is little to suggest that any of this in itself exercises much influence for change in prisoners' fundamental attitudes. The only available measure, the rate of recidivism, suggests that about 60% of trainees are likely to be reconvicted. However, many factors outside the establishment, such as family background, social environment, effectiveness of probation and aftercare services and general employability, will have at least as great an influence on rates of reconviction. Thus, even recidivism is unreliable as an indicator of the effectiveness of various prison regimes and strategies.

3. It was assumed at the outset that adopting a broad-based scheme which reflected developments in 'outside' provision, and which had through-care as a central element, would make the most appropriate use of strengthening links between colleges and penal establishments. It would provide a means of progression for trainees and a bridge from and to other establishments or colleges, and possibly prove more successful than had the subject-based programmes previously on offer at Everthorpe and other youth custody centres. Whilst recognising the negative effects of an all-male penal establishment in areas such as personal development it was believed that this and the residential aspect could be turned to good effect. An intensive, and therefore shortened, programme could be developed which would integrate realistic work experience, vocational training and general education, and optimise the training potential of the establishment, use of its facilties and the involvement of all staff. This co-ordinated approach would greatly facilitate the introduction in youth custody centres of the kinds of integrated regime recommended in various White Papers and Home Office circular instructions.

4. This development in Everthorpe was a pilot scheme funded jointly for one year by the Home Office and the Further Education Unit and supported by the Humberside Local Education Authority, and Hull College of Further Educa-

tion. It was hoped that if the scheme proved to be successful and accepted by the establishment as a useful advance in the treatment of young offenders, it would provide a model not only for Everthorpe but also for other youth custody centres.

5. The following report, therefore, outlines in some detail the process of introducing the scheme and highlights its advantages and implications in the hope that it may help other establishments, particularly youth custody centres, to appreciate the potential value of vocational preparation as an integral and fundamental part of their regime. As indicated towards the end of the report the most appropriate course of this type is likely to be the Certificate of Pre-Vocational Education (CVPE) which, from September 1985, subsumed a number of courses previously in use, including City and Guilds 365, which formed the initial basis for this pilot scheme.

2. ABOUT EVERTHORPE

Location

6. Everthorpe is situated in North Humberside at the foot of the Yorkshire Wolds in between the villages of North Cave and South Cave. It is about half a mile from the main A63 trunk road to Hull which is only 13 miles away. Its proximity to the A63, which is an extension of the M62, means that travel between Everthorpe and any other part of the country is not difficult.

Recent History

7. In June 1958 Everthorpe was opened as a Borstal. Following the enactment of the Criminal Justice Act 1982 Everthorpe is now a youth custody centre for young male offenders. The main difference between a Borstal and youth custody systems is that formerly the length of sentence was indeterminate, whereas now it is fixed and can only be reduced by remission and parole. Trainees allocated to Everthorpe are usually serving sentences ranging from four months to three years although there are a small number serving longer sentences. The age range of trainees is 15 years to 21 years. If a trainee reaches the age of 21 before completion of his sentence he will usually be transferred to an adult prison.

8. Within the youth custody system there are both open and closed centres, Everthorpe being one of the latter. Once a trainee has entered the establishment he may well not be permitted to leave the inner complex until his day of discharge. However, many trainees as they progress through the system of training reviews become eligible to take part in activities outside the secure perimeter. There are some who by virtue of their offence and institutional performance cannot be allowed this privilege.

Internal Organisation

9. When a trainee is received into Everthorpe he is allocated to one of four identical wings (or houses). Each house contains 77 cells, which may each be occupied by one, or in some cases two, trainees. The number of trainees in each house can be as high as 94, giving a total of 376.

Aims of the Establishment

10. The primary aim of the establishment is to support and assist trainees to develop understanding of themselves and their capabilities, and to take responsibility for their own lives. At the same time control and containment must be maintained with a proper regard for the safety and well-being of the staff, trainees and the public at large. Striking a proper balance is a difficult but

essential task. The notion of a totally integrated regime is believed to be the most appropriate means of achieving equilibrium.

11. The experiences of the trainee within the youth custody centre community are the most significant resource available to those concerned with formulating his training plan and training must be directly related to all aspects of life in the centre. The assumption is that whatever a trainee is going to learn, and any consequent changes in attitude or behaviour, will be the result of his total institutional experience in which everyone is involved and everything is significant and relevant.

Induction of Trainees

12. On reception trainees are allocated a house and begin the two-week induction period. During this period they are occupied as house cleaners, undertaking tasks which are not particularly stimulating, but are necessary to the operation of the establishment. Trainees usually realise that this is a fair way of sharing out such tasks and that they will shortly be allocated more personally constructive work.

13. Most of the time during this period is used in assessing trainees' potential in relation to the opportunites available. In the Education Department they are tested for academic ability, using National Foundation for Educational Research Senior Maths and Senior English Tests[1], and general aptitudes, using the General Aptitude Test Battery (GATB)[2]. Voluntary, sometimes remedial, educational opportunities are then offered to trainees over school-leaving age to meet assessed and agreed needs or wishes. Those trainees under school-leaving age are offered the same choices but for them at least 15 hours per week of education/training are compulsory. Trainees' suitability for the various work options available at the establishment is also assessed through the GATB.

Training Plan Board

14. On the Thursday of the second induction week the trainee attends a board consisting of representatives from Education, Physical Education, Probation, the Farm and Works Departments, the Officer in charge of his wing, the Labour Control Officer and a Deputy or Assistant Governor. On the basis of reports from education, physical education and wing staffs, security requirements and work availability, and after considering preferences expressed by individual trainees, the Deputy Governor decides on a training plan for them which will usually remain unchanged for the ensuing twelve weeks.

Work and Prison Industries

15. After the induction period, the trainee starts work in one of the production or training areas. These are many and varied (see Appendix 1) from the two farms to the kitchen which supplies all the meals required in the establishment. These work areas are divided into three functional groups: training, production and services. The production areas are operated on a commercial basis supplying goods to other establishments and also undertaking contracts for outside organisations. There is a Works Department which is responsible for the maintenance of the establishment and also undertakes minor building projects. The four training workshops, painting and decorating, brickwork, welding and carpentry and joinery take trainees to City and Guilds basic skills test standard.

16. Standard Home Office arrangements exist for the payment to trainees each week of a small wage, which can be saved or spent as the individual trainees wish.

The Education Department

17. Prior to the start of the scheme the Department operated a daytime programme for 45 weeks per year and an evening programme for 36 weeks. The evening programme was increased to 45 weeks from April 1985 and both will need to operate for 50 weeks to give effective service to the new scheme.

18. The department is staffed, through Humberside Local Education Authority and Hull College of Further Education, by one Education Officer (HOD III) two Deputy Education Officers (LII), five full-time teachers (LI), and thirty-six part-time teachers.

19. There are two education facilities, both within the secure perimeter, containing a total of eleven classrooms, three offices, two rest rooms and two resource rooms. One classroom is dedicated as a computer room and holds six BBC B Plus computer stations with colour monitors and disc drives, and three printers. Additional resources include five mobile Electron computer stations and sufficient reprographic facilities to meet most of the department's needs. High quality printing is done at Hull College of Further Education.

20. The programme existing immediately prior to starting the scheme was reasonably varied offering courses leading to qualifications as follows:

Arithmetic	Royal Society of Arts Stages I and II
Mathematics	AEB or London General Certificate of Education 'O' Level
English Language	Royal Society of Arts Stages I II or III

English Language or Literature	AEB or London General Certificate of Education 'O' Level
Communication Skills	City and Guilds 772
Numeracy	City and Guilds 364
Computer Literacy	City and Guilds and RSA
Art	AEB or London General Certificate of Education 'O' Level
Welding	City and Guilds Basic Skills Tests

It is envisaged that as much of this programme as possible within available resources should be retained.

The Library

21. One of the major resources available to staff and trainees at Everthorpe is the library. This facility, provided in collaboration with Humberside County Council Leisure Services Department, was recently updated, enlarged and improved. The stock of books is now between 3,500 and 4,500, and includes fiction and a good reference section. One section is devoted to careers and community benefits available on release. The library is staffed by a uniformed officer who has been given library service training. It is open for up to 20 hours per week, which enables all inmates to have access at least once per week. The services of the library are also available to Education Department staff and their classes. The library is well used and makes a valuable contribution to the training strategy of the establishment.

Recreational Activites

22. The major provider of recreational activities is the Physical Education Department. This department, which is staffed by one principal officer, one senior officer and four officer instructors, provides a programme of single activity courses including football, rugby, trampolining, weight training and power lifting, gymnastics, basketball, volleyball, badminton, cricket, swimming and life saving, and athletics. In addition, the PE Department promotes valuable links with the community on a regular basis, for example:

- trainees assist at air displays, gymkhanas and horse shows acting as marshalls;
- trainees are made available on a one-day basis to help at local sports days for the handicapped;
- the gymnastics display team performs at local fetes and galas;
- working camps are set up to help with the work of voluntary

organistions, e.g. the North Yorkshire Moors Railway;
- trainees attend courses at pursuit centres which seek to promote leadership and general character building qualities;
- trainees help with the gymnasium session for the Humberside Disabled Sports Association each Friday evening;
- institution teams for football, rugby, cricket, basketball and volleyball all compete in local leagues including away matches;
- one trainee per week helps on the Sobriety Project, a barge on the River Humber which gives residential experience to the physically or mentally handicapped.

23. Evening classes in such varied activities as chess, basket-making, woodwork, computers and marquetry, are offered by the Education Department on three evenings per week.

24. The wings themselves also provide limited facilities for recreational activities during the regular association (i.e. socialisation) periods. These include snooker, table tennis, stereo equipment, TV/video and newspapers. Trainees may also have their own radios and purchase newspapers.

Links with Home

25. Links between the inmate and his family and friends are maintained by letters and visits. Each trainee may have two letters per week posted at public expense and may purchase a further two stamped letters from his earnings. Visits are limited to two hours per fortnight (up to three adults may visit at any one time). Trainees serving nine months or more may be allowed a period of four days' home leave during the last eight weeks of their sentence. This allows trainees to renew home ties and make arrangements for the time of release.

Trainees' Problems

26. A large proportion of trainees come from unstable family backgrounds. The quality of family support therefore tends to be limited. Very few trainees have ever been in full-time employment, but a significant number have at some time embarked on a Youth Training Scheme. Some trainees who have young families of their own have additional problems, often arising from immaturity.

27. Many trainees have problems related to drink, drugs or solvent abuse. These may have contributed to the commission of criminal acts. The following table shows percentages of trainees who have committed the different types of offences listed:

— offences against property	53%
— vehicle offences	22%
— violence or potential violence	20%
— sexual offences	2%
— others	3%

28. In general terms, the above profile is fairly typical for young offender establishments.

3. CITY AND GUILDS 365 VOCATIONAL PREPARATION (GENERAL)

29. In 1979 the Further Education Unit produced the report of a study group on post-16 pre-employment courses. This report was called *A Basis for Choice* (or *ABC*). The City and Guilds of London Institute in 1980/81 became jointly involved with the piloting of *ABC* and subsequently made available the Vocational Preparation 365 Course (based on *A Basis for Choice*).

30. The 365 Course differs from other pre-vocational provision in that it is designed to provide young people with the opportunity to explore a *range* of vocational activities before making their choice of preferred future employment or further education. Within the scheme, arrangements are made for an exploration of at least three but no more than five vocational activities to a significant level of achievement.

31. The scheme also differs in that:

- It embraces the ideas of student-centred learning, learning designed to suit the individual, negotiated with the trainee in order that he is working on that which interests him and which he perceives to be relevant.
- Communication, numeracy and social life skills are taught through the medium of the practical work undertaken in the vocational areas and other activities as well as being taught in the normal classroom situation.
- Trainees are assessed on what they can achieve rather than what they cannot. Reports written for the purpose of the course, i.e. for the purpose of guidance and counselling, are positive.
- Assessments seek to identify progression, that is to what degree an individual has progressed from a previous state of knowledge, experience or expertise.

32. The aims of the course are set out in Appendix 2.

33. 365 courses are based on a study of a range of occupational activities, and should provide a purposeful educational route for young people approaching employment or specialised education and training.

34. In schools and colleges the normal duration of the course would be one academic year on a full-time basis (700-900 hrs). However, because of increased time available for study by inmates of a YCC, and the fact that it is a 'residential' course, it has been calculated that a trainee could conceivably com-

plete a full course in 20 weeks. If time is added to allow for the induction period, the taking of examinations and sufficient experience in each vocational area for a meaningful and coherent course to be followed, then the total number of weeks required is 30-35.

35. To receive the City and Guilds Certificate in Vocational Preparation (General) the trainee must have achieved:

- A pass grade (45% or above, but this may vary each year depending upon nationally achieved standards) in the multiple choice tests in Communication Skills 365 and Numeracy 365.
- A completed profile to basic level on Sheet 2 in the seven core skills.
- Satisfactory achievement in economic, social and environmental studies as decided through discussions between the trainee, staff and assessors.
- Satisfactory achievement in at least three vocational activities as decided through discussions between the trainee, staff and assessors.

36. The certificate will indicate the grades awarded for the multiple choice tests, will record satisfactory achievement of the course work for communication skills, numeracy, economic social and environmental studies, and will list other experiences detailed in the profile.

37. A high percentage of trainees will not attain full certification. This is because the trainee cannot reach the required standard to gain a pass grade in the multiple choice numeracy and communication tests, or the trainee's sentence is too short for all elements of the course to be completed in the time available to him. Recognition is available in such cases in the form of result slips for multiple choice tests passed, the profile document and the trainee's personal log book recording progress so far, which will facilitate progression into college or other establishments offering similar schemes.

38. In some cases, however, the length of sentence will be so short that a reasonable course allowing assessment to take place could not be followed in even one vocational area, in which case the the 365 Course would not be appropriate.

39. A Vocational Preparation 365 Course is made up of the following major components: (From the *City and Guilds Information Booklet*)

Communication Skills

These include written, oral, graphical and non-verbal communication appropriate to social and vocational environments. (See particularly aim 8 in the list of aims in Appendix 2.)

Numeracy

This covers the application of numbers in social and vocational environments. (See aim 8 in Appendix 2.)

Economic, Social and Environmental Studies

These concern the basic economic, technological, social and institutional fabric of society, and the place of the individual within it. (See particularly aims 11 and 12 in Appendix 2.)

Vocationally-orientated Studies

Which will include at least three but not more than five vocational activities together with the related technology required for the understanding of vocational activities and the environment. (See particularly aims 2, 3, 4, 5 and 15 in Appendix 2.)

Extension Studies

These should aim to broaden the curriculum. (See particularly 5 and 7 in Appendix 2.)

Guidance Education

This relates particularly to aims 1, 2, 6, 7, 10, 12 and 14 in Appendix 2.

40. Although the programme is described in terms of components, the scheme must be operated as a coherent and integrated whole, not as a compendium of unrelated subjects, courses or skills.

41. Because of this, the course should be assignment-based. In this sense an assignment means a piece of work of relevance in the vocational preparation of the trainee and into which basic core skills such as numeracy or communication are integrated. Assignments may be practical, theoretical or any combination of the two.

42. Continuous assessment, which is a central element of the scheme, is achieved through log books and profiles. (Appendices 3 and 4.) The log book is a formative daily record of activities and achievements completed by the trainee with the assistance of his teachers, instructors and the officer personally responsible for him. The profile is a summative record compiled either when the trainee finishes the course or his sentence.

4. WHY 365?

43. The aims of the Vocational Preparation 365 Course (and the Certificate of Pre-Vocational Education) are wide ranging. They seek to ensure that the participant has some of the skills necessary to meet the basic demands of contemporary society.

44. The facilities in the establishment's many, varied vocational areas are excellent and easily satisfy the aim that the trainee should be given the opportunity to experience a wide range of practical activities.

45. One of the main reasons for adopting the 365 scheme in Everthorpe is that a trainee can, through the profile, gain recognition for achievement within the scheme without actually completing the whole course. If, for example, he has passed the literacy or numeracy tests (which are offered five times per year) he will at least have a record of his results. This is a significant benefit in the regime of an establishment with a transient population, particularly in the possibilities it provides for facilitating progression after the trainee has left the establishment.

46. The Education Department within the establishment was already providing courses which were similar to parts of the 365 course. The 772 Communication Skills and 364 Numeracy courses (which can in fact count towards the 365 certificate) were already in use. The courses offered also provided many experiences relating to the economic, social and environmental studies content of the 365 course.

47. The Education Department was also in a very good position to supply a range of extension studies which included not only academic classes, but classes such as basket-weaving and chess. The Physical Education Department's courses were also well fitted to provide some of the extension studies input to the course by offering personal development activities in many different sports and such courses as the Football Referee's Certificate and swimming certificates. These activities satisfied the aims of the course by providing the opportunity for the trainee to widen the range of his personal development and to use his leisure time in a positive and creative way.

48. Guidance education is another area in which Everthorpe was already partly satisfying the requirements laid down by City and Guilds for the 365 course. The induction process at Everthorpe is exhaustive and includes a thorough examination of the trainee's academic, manual and sporting abilities and potential. The induction process provides an ideal vehicle for pre-course counselling, with trainees being made aware of the many choices available to them, and being guided towards making realistic decisions about their programme in Everthorpe and their future outside. This counselling and guidance continues

throughout their stay. It takes place formally through a 'group officer' scheme under which an officer has in his charge a small number of trainees to whom he gives encouragement, advice and help if required. In addition, much informal guidance and counselling is given by all grades of staff in their day-to-day involvement with trainees, and an officer of the LEA careers service visits the establishment fortnightly. The guidance and counselling offered at Everthorpe covers the requirements of 365.

49. As already mentioned the quantity, quality and diversity of vocational areas available range from baking bread and cooking meals in the kitchen, through producing furniture and portable buildings in the woodmill and carpentry shops to looking after and milking two herds of 90 Fresian cows on the farms. The fact that the establishment is practically self-contained and that most of the work areas provide goods or services which are vital to the smooth running and day-to-day well being of the establishment and its inmates lends a degree of realism to its training programmes. The four training workshops also inevitably become involved with the repair and provision of items to keep the establishment running smoothly.

50. It is appropriate here to show how the aims of youth custody centre regimes and vocational preparation schemes[3] are similar, and how these aims relate to the recommendations of the *House of Commons Select Committee Report on Prison Education* (25 April, 1983):

i) *Youth Custody Centre Rules 1983 - Rule 3*

(Aims and general principles of youth custody centres)
'The aims of a youth custody centre shall be to provide work, training and instruction of a kind that will assist offenders to acquire or develop personal resources, interests and skills; to encourage offenders to exercise self-discipline and accept responsibility; to foster their links with the outside community; and to help them with their return to the community in co-operation with the services responsible for supervision.'

ii) From *Youth Custody and Supervision - a New Sentence* HMSO, 1978 ('Regime in Youth Custody Centres', para 59).
'The Advisory Council saw the objectives of custodial regimes as educative in the broadest sense, motivating the offender towards change and maturation; classroom education, vocational and trade training, industrial work and ordinary institutional maintenance were all to be regarded as ways of meeting the overall education objectives. The content of educative activities should be related to the needs of the individual and his future educational needs and employment prospects; educational courses should not be planned in isolation but should be designed to prepare the

offender for further educational training in the community after release to supervision.'

iii) From *The CPVE Framework and Criteria for Approval of Schemes Part (a)* B/TEC, 1985 (Aims page 3)
'The aims of CPVE are to:

a) assist the transition from school to adulthood by further equipping young people with the basic skills, experiences, attitudes, knowledge and personal and social competences required for success in adult life including work;

b) provide individually relevant educational experience which encourages learning and achievement;

c) provide young people with recognition of their attainments through a qualification which embodies national standards;

d) provide opportunities for progression to continuing education, training and/or work.

'The suggested framework is envisaged as a coherent and integrated programme, in which all elements overlap and reinforce one another in a way which is relevant to the students' needs. It follows that the division of the scheme into components is artificial and is only adopted to assist in describing the framework for submission.'

iv) From *House of Commons Select Committee Report on Prison Education* HMSO, 1983 (para 29)
'We believe strongly in the principle that education should be an all embracing process, no longer limited to the school classroom and the college lecture hall; thus the concept of the prison education department as an academic institution is far too narrow. We sympathise with the impatience felt about the public emphasis often given to the minority of prisoners who achieve 'O' and 'A' levels or even Open University degrees. It is that very impatience which leads us to believe that the educational service must be an integrated one.'
(para 81) 'A narrow view of education as being specifically academic or specifically vocational is to be deprecated.'
(para 90) 'This expresses our central concern, that education is the final objective of the regime and needs to be promoted forcefully at all levels. Education takes place in classes, workshops, gymnasiums, libraries and even cells.'

5. SETTING UP 365 IN EVERTHORPE

Background

51. The sequence of events leading to the setting up of the 365 project at Everthorpe began in early 1983 with a meeting between the Home Office and the Further Education Unit. The meeting was designed to explore areas of co-operation between the two organisations.

52. It was decided to explore the possibilities of running a youth training programme inside a youth custody centre. This was in part due to the fact that the Criminal Justice Act 1982 called for a more integrated approach to the work of trainees across the whole range of regime activities, e.g. work, education, physical education. Everthorpe was chosen as the setting for the project because:

- Humberside local education authority and Hull College of Further Education were in the forefront of national development in this type of work;
- staff motivation in the regime within the establishment seemed to be particularly appropriate;
- strong links exist between the establishment and the college.

53. The Education Officer of Everthorpe was approached and a seminar arranged with delegates from the Home Office, the local education authority, Hull College of Further Education and the Manpower Services Commission. It was decided that sufficient grounds existed to warrant the establishment of a working group. This working group would examine the feasibility of running a pilot research project at Everthorpe for one year.

54. Towards the end of 1983, decisions at Government level shifted from a Youth Training Scheme towards the City and Guilds Vocational Preparation Course 365. As a result the Deputy Governor and the Education Officer were asked by the planning group to produce a discussion document applying the approval criteria of the City and Guilds 365 Scheme to the regime in Everthorpe.

55. Because of the move towards the 365 scheme the Regional Assessor for City and Guilds was invited to join the Planning Group.

56. Discussions covered the number of hours required to complete the course, what recognition could be offered to trainees not able to complete the course, what would be required by City and Guilds as a submission and the appointment of a Research Director and Research Officer. The Home Office Deputy Chief Education Officer would submit proposals to the FEU regarding funding of these appointments.

57. A smaller planning group was appointed to make arrangements for a residential training weekend involving a good cross-section of staff drawn from management, discipline and education at the establishment. The weekend was to give information and raise awareness of the Everthorpe Project and its implications, and was to have been funded by the Manpower Services Commission through Humberside local education authority. However, because a Youth Training Scheme was no longer a possibility, MSC withdrew funding. Finance could not be found for overtime payments to officers and the training session went ahead in March 1984 with a limited programme and involving mainly education staff attending on a voluntary basis.

58. The planning group meeting in March 1984 was told that the North Regional Director of the Prison Department and the Further Education Unit had given their approval for the scheme to go ahead. It was decided that the project director should be the Deputy Chief Education Officer from the Chief Education Officer's Branch of the Home Office Prison Department and the post of Research Officer would be advertised. Because of the range of abilities required the appointment of research officer proved difficult and the post was not filled until November 1984.

The Start of the Scheme

59. The scheme started at a difficult point in the City and Guilds calendar, since the 365 scheme was to be discontinued in 1986, due to the introduction of CPVE, and no new 365 schemes were being allowed to start in 1985. It was not possible to start on CPVE straight away as only pilot schemes were running in 1985 and it was too late to put in a submission for a pilot scheme. It was therefore necessary to start the 365 scheme with a few trainees before the end of 1984 so that we could become an approved 365 centre and therefore be allowed to run the scheme during its last year (1985/86) before the changeover to CPVE.

60. It was decided that four volunteer trainees would have to start on the scheme immediately with the research officer acting as their personal tutor. Close supervision would be necessary as no training had yet been given to staff in the establishment and the Education Department was not geared up to provide fully integrated assignments. It was, however, possible to ensure by careful choice of work areas and close supervision of assignment work that these initial four trainees received the training, education and guidance required by the course, and did not 'lose out' because of the enforced early start to the scheme in the establishment. In fact all four trainees, drawn from across the range of academic and practical abilities at Everthorpe, went on to gain full certification.

61. At the beginning of 1984 the question of recognition of achievements for those trainees not able to complete the full course was resolved. This recognition was built into the scheme through the issue of result slips for examinations passed and the retention of the log book profile document covering phases of the course already completed by the trainee. In this way the problem was overcome without having recourse to special arrangements with City and Guilds.

The Submission

62. Before the scheme could start a clear declaration outlining the intended structure at Everthorpe had to be written and submitted to the City and Guilds for their approval. The format of this submission and the criteria which must be satisfied can be found in the City and Guilds publication *Starting a 365 Programme*.

Approval of Programmes

63. In order that an assessor can be assigned, and assistance given, to the establishment it is desirable that contact is made with the regional advisory council (in our case Yorkshire and Humberside Association for Further and Higher Education) before starting to write a programme.

64. All 365 programmes have to:

— conform to the aims of the 365 Vocational Preparation (General) Programme (see Appendix 2);

— include the programme components (see Appendix 3);

— satisfy the criteria.

65. Further details of the approval process are not included in this report since 365 has now been withdrawn for young people over 16. For the same reason, the Everthorpe submission is not attached. It was felt more appropriate to include the current CPVE submission (Appendix 5). Copies of the Everthorpe 365 submission may, however, be obtained from the Education Officer at Everthorpe.

Training

66. Humberside LEA formed a team (one senior lecturer, one lecturer II and one lecturer I) to train their staff in the ethos and operation of vocational preparation schemes. This team was used to provide eight full days of training to Everthorpe's training team between January and April 1985. The training was designed to give enough information to the establishment training team to

allow it to put together information and training packages for the different categories of staff within the establishment. The establishment's team consisted of three assistant governors, two establishment training officers, the four wing principal officers, the senior probation officer, a security officer and a lecturer from the Education Department. the programme for these eight days of training was as follows:

14 January 1985	365 General Information package
15 January 1985	Assessment/Review procedures Profiles/log books
11 February 1985	Training to train Options to consider group dynamics Time constraints and planning working as teams *Workshop* — Planning training packages for presenting *City and Guilds 365 General Information*
25 February 1985	Helping skills Counselling — guidance — listening — skills — feedback *Workshop* — planning training packages for presenting 'Assessment and Review' — Profiles/log books
15 March 1985	CPVE general information 'The present situation' Personal effectiveness
18 March 1985	Scheme design, integration of course content — methods — integration across organisational boundaries *Workshop* — Planning training packages for presenting 'helping skills' associated counselling — guidance aspects
25 March 1985	Experiential learning, learning to learn, trainee centred learning (not necessary for presentation as a training package). Planning training packages for presenting 'Integration'.
29 April 1985	Where are we now? How can we help? The way forward.

67. These eight training days were designed to enable the training team to put together the necessary staff training packages. Some of the sessions were largely taken up by discussions on problems of internal implementation such as how much time the training team would be allowed to put their packages together and how much time would they be allowed to deliver the training. Some problems could not be resolved during these sessions because of the absence of a representative from senior management (Governor or Deputy Governor) on

the training committee. With hindsight these sessions would have been more fruitful if senior management had been able to attend.

68. Because the initial four trainees were starting their course, it was necessary for members of the Education Department staff to start preparing more integrated assignment work. Although this would be the subject of much training in the future some staff were already studying for the Royal Society of Arts Vocational Preparation Tutors' Certificate. This meant that they were receiving instruction, help and advice in the field of curriculum development and had access to the advice of the Humberside training team based at Hull College of Further Education. Indeed some of the team were acting as advisers, mentors and accreditors of the course.

Assignments

69. Initially, access to the library of assignment work contained in the Department of Alternative Education and Foundation Studies at Hull College of Further Education was beneficial.

70. This library contains a comprehensive bank of assignments relating to a wide variety of vocational areas, many of which are already, or are to be, offered to Everthorpe. These assignments were made freely available to the Everthorpe Education Department staff.

71. Another source of information used by the teaching staff was the local education authority Materials and Information Centre situated at Beverley[4]. Visits were arranged so that staff could examine the wide variety of literature available for inspection or borrowing.

72. With these two sources of materials, the adaptation of locally produced material and some material from the City and Guilds 364 (Numeracy) and 772 (Communications Skills) courses already being run in the establishment, there was no shortage of ideas. A library of assignment material specifically for use at Everthorpe was started and is progressing well.

73. The necessity to start four trainees earlier than anticipated had advantages. In particular, supervisors in the vocational areas in which these four worked gained useful, if limited, experience in some aspects of the scheme.

74. Various commitments combined to delay completion of the eight one-day training sessions until the end of April 1985. It was decided to bring the construction industry and vocational training workshops into the scheme first. The incorporation of assignment work was easier in these areas, as some of the instructors were undergoing teacher training courses, which assessed them in the creation of assignments. The training for staff in these areas took place at the beginning of May 1985, in the form of a one-day package covering all as-

pects of the course. It was necessary to place particular emphasis on the review procedure as, with the rest of the establishment still untrained, the monthly review sheet in the trainee's personal log book would initially have to be completed by the supervisor in conjunction with the trainee. It was intended that eventually this task would be undertaken by the trainee's personal officer (e.g. the officer to whom the trainee is assigned at the start of and throughout his sentence).

75. After this minimum level of preparation, and after counselling sessions with the potential trainees, 54 inmates from the various existing vocational training courses started on the scheme.

6. CONTINUING STAFF SUPPORT AND DEVELOPMENT

76. The adjustments and changes required in the establishment to enable it to run a vocational preparation scheme are fairly substantial ranging from purely mechanical and logistical changes to changes in attitude.

77. The most difficult to achieve is the change in attitude, without which the scheme will not work. It is vital that at least the majority of staff within the establishment understand and sympathise with the aims of the programme.

78. This cannot be achieved and maintained without a proper initial training programme designed to give the necessary information and detail, and sufficient support thereafter in the production and updating of learning materials, in developing guidance techniques and generally keeping abreast of developments in the area of vocational preparation. It can be understood, therefore, why so much emphasis was placed on this aspect.

79. As has already been stated, the Humberside LEA training facilities had been used by the establishment training team. During this training period the local team realised that the whole of the staff in Everthorpe would be involved with this scheme at one time or another as numbers on the course increased. It was, therefore, decided that everyone would need full training (ideally two complete days) with perhaps the exception of a small number of clerical personnel who would receive a shorter, more condensed training programme.

80. Unfortunately, cutbacks in money available for such things as training meant that the training budget for the establishment was reduced drastically and remains severely limited. The training period for staff had to be cut down to one full-day programme. This was obviously not ideal and much condensing of the programme was necessary. It has also not been possible to provide the ongoing support and training referred to previously.

81. A one-day training package was designed (Appendix 6) with the aim of ensuring that all members of staff understood the various elements of 365, the reasoning behind continuous assessment and their part in the process.

82. With the scheme due to start in the four training workshops it was important that the instructors from these areas received their training first. Training for them and the education staff was completed in mid-May.

83. Because much of the scheme content is assignment based, it was necessary for all the staff in the Education Department (full- and part-time) to have a good grasp of the aims and content of the scheme, so that they could produce

good quality assignments containing practice in transferable skills in conjunction with the vocational instructors.

84. Some of the Education Department staff (both full- and part-time) were undergoing training leading to the Royal Society of Arts Vocational Preparation Tutors' Certificate. This course is not confined to lecturers in further education; schoolteachers, vocational training supervisors and careers tutors now participate in the scheme, and there is no reason why discipline staff should not also take part and gain the certification. An outline of this award is included as Appendix 7.

85. Participants have to show evidence of only one of the sentences outlined in the Appendix to be awarded the certificate. Other sentences can be added to the certificate at a later date as an individual's work changes or progresses or as involvement with the scheme changes over a period of time.

86. It was decided that all staff, including those undertaking the RSA Vocational Preparation Tutors' Certificate, should undergo the establishment one-day training programme.

87. As integrated assignment writing was to be largely the responsibility of the Education Department, members of staff visited the local education authority Materials and Information Centre so that suitable assignment material could be found. Visits to the Resource Library at the Department of Alternative Education and Foundation Studies of the Hull College of Further Education were arranged so that college assignment work could be studied.

88. The nature of the scheme demands that teachers meet frequently and regularly, work in teams and become heavily involved in determining, producing and monitoring curriculum content. Each teacher (LI) was given:

- particular areas or responsibility, e.g. basic skills, through-care, computer literacy or guidance and counselling;
- two or three part-timers for whom they were 'Points of Reference';
- programmed weekly meetings.

Assignments are a major part of any vocational preparation scheme and, because of the peculiarities of the situation, needed to be produced on site by teachers in collaboration with instructors and other officers. A considerable amount of work was necessary at the outset and regular full-day assignment-writing workshops were organised. Constant updating of these materials is necessary so that they remain relevant and it is envisaged that such workshops will continue to be held four times per year.

89. The next areas to join the scheme were the woodmill, farms and Works Department in early October 1985. The training package was therefore given to staff in these areas at the end of September.

90. The remaining staff, i.e. discipline officers, were trained at the beginning of November 1985.

91. By this time it had already been realised that the sequence of training needed to be reconsidered. The order in which groups of staff had been trained was determined by external pressures and not, as it should have been, by reference to the needs and functions within the scheme of the various categories of staff.

7. RUNNING 365

92. Approval to run a 365 Vocational Preparation (General) course is given on the acceptance of the outline syllabus submitted six months before the projected start of the programme.

93. During the first year of operation the staff of the Centre are required to develop their programmes of work in order that continued approval can be gained. During the assessor's final visit in the first year these programmes are discussed and, if agreed, approval to run a further year is granted.

94. The development of the syllabus and the necessary assignments was a major area of progress during the first year. Many useful assignments were acquired from the Hull College of Further Education and the Local Materials and Information Centre, but these very rarely fitted exactly the needs of the trainees in Everthorpe. Because of the special nature of youth custody centres these assignments were used only as a basic framework for writing more appropriate material.

95. A bank of assignments was built up (see Appendix 8 for an example) and stored in a resource room set aside for this purpose. As new assignments were written they were added to the bank and an up-to-date index was maintained.

96. The number of trainees participating in the course increased from four at the start of the year to approximately 130 by the end of the year. As the course developed it became necessary to designate an Education Department 365 co-ordinator, whose responsibilities included examination entries, co-ordinating resources and attendance of visiting speakers, and the programmes of work for each vocational area, so that duplication did not occur.

97. The examinations for numeracy and communications skills are scheduled five times per year, which is beneficial in a situation of rolling registration. It has to be decided with each candidate whether he is to sit the Level 1 examinations or whether he is capable of sitting the more difficult Level 2. The entries for the examinations are submitted to City and Guilds six to ten weeks before the examination date (depending on which series of examinations is being used). It is important that trainees serving a relatively short sentence are entered for the first available series.

98. It has also to be calculated whether the trainee will be at Everthorpe long enough to justify entering him for the final assessment. Whether a trainee is eligible for parole has to be taken into account when making this calculation.

99. During the first part of the time that the scheme was running, the decision as to who was to keep the log book and profile document (Appendix 3 and 4, respectively) up to date had not been made. This task fell jointly on the super-

visors in the vocational areas and the staff in the Education Department.

100. The trainee is responsible for keeping the record of experience page in the log book up to date, but staff need to check regularly that this is being done. Each month a joint review involving the trainee and his personal officer is completed on the joint review page and entered in the log book. These reviews help trainees to reflect on experiences gained and to plan ahead.

101. The log book used was the Humberside County Council design, which fitted the needs of the establishment very closely. Centres operating the scheme, however, are free to use any appropriate design.

102. The responsibilities of various members of staff in the process of compiling the log books and profiles is detailed in Appendix 6 of the CPVE submission (Appendix 5).

103. The City and Guilds assessor visited the establishment regularly (although the norm is twice per year) and the course co-ordinator was available so that a selection of trainees with their log books could be seen. The assessor usually also wanted to meet staff involved with the course.

104. It was realised that achieving the integration of all elements of the course so that they overlapped and reinforced one another would be one of the most important aspects of running the scheme.

105. To facilitate the integration, mutual understanding between staff in the various departments was necessary.

106. Time was allowed for Education Department staff (both full-time and part-time) to visit the vocational areas on a weekly basis. In this way it was hoped that the work being carried out in the vocational areas would form the basis of assignments in education classes which would be more interesting and meaningful to the trainees because of their relevance to the work which they were doing in their practical sessions.

107. Some assignments have been designed to take place partly in the classroom and partly in the work area. To facilitate this work, time has been allowed for the vocational instructor to accompany the trainees from his workshop to the classroom sessions for two half-days per week.

108. These measures have played a large part in ensuring the smooth running of the scheme and have gone a long way in the attempt to provide a totally integrated training programme.

8. ISSUES ARISING FROM THE INTRODUCTION OF VOCATIONAL PREPARATION SCHEMES

109. The introduction of a pre-vocational training scheme such as the City and Guilds 365 into a penal establishment, however training orientated, is not an easy task. The issues which arose at Everthorpe were numerous. Some could be foreseen and avoided but some could not.

110. The main issue from the management perspective was the implementation of the scheme to the satisfaction of the City and Guilds of London Institute and with as little disruption as possible to the establishment and its staff.

111. The City and Guilds 365 scheme was designed for schools and colleges and parts of it had to be adapted to suit Everthorpe.

112. Perhaps the biggest issues arose from the subtle change in the regime which had to take place. Prior to 365 a large proportion of the activities taking place at Everthorpe were production based, i.e. they produced goods and services necessary to keep the establishment running. With the introduction of 365 it was necessary to identify and build upon the training element of these activities and to link these with the teaching in the Education Department. The extent to which this took place varied with each vocational area and depended on the type of work undertaken in that area and the grade of staff employed there. In the training workshops the work fitted in very well with the scheme. The production and service areas were less suited in their present form and the following changes were necessary:

- an increase in the number of trainees allocated to the works and estate parties so that both these areas would be left with a minimum requirement workforce when individuals were drawn off for class work;
- an increase in the involvement of teachers in these areas by allocating class contact time at the place of work to facilitate training and ensure relevant classroom input.

With these changes it was possible to shape the scheme around most work areas in Everthorpe. By the end of the year the areas participating in the scheme were: Welders VT, Carpentry CIT, Painting CIT, Brickwork CIT, Works Department, Horticulture, Farms and Woodmill.

113. Other prominent issues were:

i) **Staff training** In order to become an approved City and Guilds 365 Centre the requirements of that body had to be met within a certain time

span (November 1984 July 1985). Therefore training was given to staff as they became directly involved in the scheme. The net result was that large numbers of staff remained ignorant of the scheme and its implications for them. This, together with cutbacks in financing for training in the Prison Service nationally, engendered considerable ill-informed apathy and hostility towards the scheme. It was not until November 1985 that all staff received a basic one-day training package.

ii) **Staff attitudes** Whilst a proportion of staff were most enthusiastic about the scheme and eager to participate fully, others were initially very doubtful about its validity. After training these doubts were less widespread but persisted. These doubts can be broadly categorised as concerning:

- — changes in the method of and materials for teaching;
- — changes in the method and style of assessment of trainees;
- — the need to negotiate with trainees their participation in the scheme;
- — the need to communicate, liaise and integrate with other departments to a degree hitherto unnecessary.

iii) **Effects on regime and management** The effect on the whole regime was not extensive but certain areas were affected significantly. For the purpose of costing, trainee activity hours have to be recorded. The requirements of the scheme necessitate double-staffing by teachers and shop instructors on occasions and cause confusion as to the correct allocation of these hours. If the recorded hours of operation of workshops fall below 20 hours per week then the shop could be considered uneconomic and become liable for closure and consequently result in a loss of a resource to the scheme and the establishment.

It was necessary to increase the overall number of trainees on those work areas brought into the scheme which required a minimum constant number to fulfil their day-to-day functions. At Everthorpe these areas were the Works Department which is responsible for the maintenance and repair of the establishment, and farms which produce foodstuffs for this and other establishments in the North Regional Area.

iv) **Production of assignments** The scheme requires extensive use of locally produced, relevant integrated teaching materials, usually in the form of assignments. No bank of such materials existed neither was there finance to allow for the creation of such a bank at the outset. As many assignments as possible were produced as required but this stretched

teacher/instructor resources to the limit and had an adverse effect on the morale of those staff involved.

v) **Constraints of a penal establishment**

(a) A scheme operating in a further education establishment would use numerous assignments requiring a student to carry his enquiries into the community. This is not possible in a closed establishment and considerable effort was needed to bring the community to the trainee through visiting speakers and videos. This was not regarded by the City and Guilds assessor as a major shortcoming.

(b) Students in conventional education mostly enrol at special times whereas our programme needed to cope with students registering and being discharged throughout the year. This was compounded by the wide variation in and unpredictability of the actual time spent at Everthorpe by trainees. Trainees whose sentences range from 4 months to 18 months receive priority for transfer from allocation centres to training centres such as Everthorpe. The effect of this is that although Everthorpe is now receiving trainees whose sentences may be three years or more, the actual time served at this establishment can be less than six months. This proved difficult with the 365 scheme which required trainees to participate for a minimum of 32 weeks. In preparing the submission for the Certificate of Pre-Vocational Education it was decided that, in order to allow the majority of trainees to complete the course, the maximum course length should be 26 weeks. The fairly comprehensive training regime of a youth custody centre enables the delivery of the maximum (900) hours course work within the 26 week period. Providing trainees have completed 60 days in the scheme, it was possible in 365, and will be in CPVE, for them to receive a record of achievements in the form of a nationally recognised summative profile.

9. PROGRESSION

Progression at Everthorpe beyond 365 or CPVE

114. The trainee's progress is monitored by his personal officer and is reviewed every twelve weeks by the Training Plan Board. A full-time teacher has responsibility for through-care and has made contact with thirty colleges in our various catchment areas. Prospectuses from these colleges are available to trainees in the Education Department and contact can be made during sentence. On completing the scheme the trainee may continue his studies by:

— aiming for Level II City and Guilds Numeracy and Communication Skills;

— continuing his additional studies (through, for example, GCE '0' or 'A' levels, RSA Stages I, II or III or other City and Guilds courses).

He will also be encouraged to maintain a daily diary of his work experiences. The situation will remain the same when CPVE has replaced 365.

Programme on Transfer to Another Establishment

115. There is as yet no provision in other establishments for trainees to continue with either 365 or CPVE. Until other centres are approved, some opportunity for progression will be available at other establishments offering construction industry or vocational training courses.

After Discharge

116. At the present time it seems likely that possession of a CPVE certificate will enable a trainee to progress into the second year of a two-year YTS. The link college for Everthorpe, Hull College of Further Education, offers a wide range of courses including the two-year YTS, two-year craft studies, a range of catering courses and a number of ordinary and higher level BTEC awards. These courses will be available to many of our trainees on release.

117. Negotiations on behalf of other trainees wishing to continue with education but not living in the area of Hull College are undertaken on an individual basis by the through-care tutor in consultation with the trainee's local college. These negotiations have generally reached a conclusion satisfactory to the trainee although it has to be admitted that relatively few trainees have so far expressed any wish to continue.

Transfer or Discharge after Part Completion of 365 or CPVE

118. Everthorpe is an approved 365 centre and currently trainees should be able

to continue their scheme at any other approved centre. Since Everthorpe has now been approved for CPVE, trainees who have completed part of a CPVE course there should also in future be able to continue their studies, either on transfer or discharge, at other centres.

119. Arrangements are being made between local education authorities and the Probation Service to assist trainees in the transition from Everthorpe to outside education. The Senior Probation Officer has sent a circular to all relevant probation officers outlining the scheme and its potential. A system already in existence in Leeds [5] has proved successful in establishing and maintaining contact with trainees at Everthorpe and would provide a very acceptable model for other areas.

10. CHANGEOVER TO CPVE

120. Everthorpe's submission for approval to run the Certificate of Pre-Vocational Education has been accepted by the Joint Board for CPVE. The full submission is shown as Appendix 5 as an indication to other prison establishments of what is involved in the approval process.

121. A number of changes to the 365 scheme were necessary. Four of the most important are given below.

Duration

122. Although CPVE documentation refers to a 'One-year full-time course', it was decided because of the residential nature of the establishment that, as with 365, the submission should be based on the minimum number of hours stipulated by the Joint Board (700-900). However, experience had shown that the length of sentence most frequently served at Everthorpe was six or seven months, and a course of approximately 850 hours duration could be offered in 26 weeks. Therefore the submission was made for a course of 26 weeks duration as opposed to the 30-35 weeks previously referred to. (Para 34).

Core Studies

123. The CPVE core differs from 365 in both the number of headings (7-10) and content, and some of the newly identified areas will undoubtedly prove difficult to cover. In particular the integration of 'science and technology' and 'creative development' into the programme will require careful planning. However, it is anticipated that this can be achieved in the three years before the first formal review of Everthorpe's approval.

Work Experience

124. A trainee may remain in one work area throughout his CPVE scheme undertaking assignments at introductory, exploratory and/or preparatory stages. Whilst this might be said to ease the pressure on provision of work placements, the need for co-ordination of the trainees' work in the Education Department to prevent repetition and ensure the provision of appropriate assignments is greatly increased. Preparation of these assignments is under way.

Documentation

125. The Joint Board requires each approved centre to develop its own assessment and recording procedures. Guidance can be obtained from models in use elsewhere, but the procedure devised must ultimately reflect local circumstances and curriculum design.

11. LEA SUPPORT

126. For the effective introduction of a vocational preparation scheme, particularly CPVE, into a penal establishment, the support and assistance of the LEA responsible for the professional aspects of the education service in the establishment is crucial. Some elements of this support will be provided by the LEA directly, but much of it will come through the FE institution to which the establishment is linked.

127. Hull College of FE, to which Everthorpe is linked, is a large, multi-disciplinary college with approximately 265 full-time and 200 part-time staff and 12,200 (full- and part-time) students spread over ten sites of varying sizes.

128. A governing body consultative committee concerned specifically with education in Everthorpe and in Hull Prison has been set up. It comprises the Principal and Vice-Principal of the college, two members of its Board of Governors, the Governors and Education Officers of the two penal establishments, the Heads of Humberside Library and Probation Services, the LEA officer responsible for education, the Home Office Regional Assistant Chief Education Officer and staff representatives from the college and the two penal establishments.

129. Everthorpe's Education Department operates as a Department of the College but its work is funded 100% by the Home Office. Its staff are employed by Humberside local education authority and appointed to the College through the authority's usual procedures. However, Home Office approval must be obtained and the Governor or his designated representative attends all staff appointment boards. Each new appointee undergoes a special induction programme in matters peculiar to a prison environment, such as security, and is subject to a one-year 'environmental' probation period.

130. Staff training needs are met, in the main, in two ways:

- training courses for teachers/education administrators in penal environments are usually set up and funded by the Home Office College Education Officer's Branch, either centrally or through one of the four regional offices. Staff attendance is approved and funded by the Home Office;
- other forms of training (e.g. INSET) provided by the college and/or the LEA are available to staff at Everthorpe but their expenditure requires the approval of the Home Office, because they will provide any necessary funding, in addition to that of the college and the LEA.

131. CPVE training for senior staff at Everthorpe (from all departments) was provided by a team of lecturers from Hull College. The team was formed by the LEA to offer training in vocational preparation in the Hull area as part of

the remit of its Materials and Information Centre (now the Curriculum and Staff Development Centre) for pre-vocational educational developments in the county. Attendance of staff at these training sessions was funded from local Home Office budgets, as was the more general training given to all Everthorpe staff.

132. The college waived its fees for those members of the Everthorpe staff wishing to attend its evening RSA Vocational Preparation Tutors' Certificate course and three places were made available on the 120 hour day-release version of the same course, paid for through normal LEA channels.

133. The majority of this training was arranged through the senior lecturer responsible for staff development at Hull College of FE and has enabled Everthorpe to have its vocational preparation teaching team (full- and part-time) very adequately prepared for the introduction of CPVE.

12. CONCLUSIONS

134. A pre-vocational training course can successfully be operated in a youth custody centre given that adequate resources are provided on a permanent basis and commitment to the scheme is present at the highest management levels.

135. Pre-vocational schemes must not be started in a youth custody centre until all the resources have been gathered together, all the implications have been discussed with senior staff, and all staff have been trained. It is essential that the scheme is properly and fully administered from the outset even if this means starting on a very small scale.

136. Training programmes need to take account of inevitable frequent changes of all categories of staff.

137. Banks of assignments need to be developed to support pre-vocational schemes. Such assignments should be jointly designed by the various categories of staff involved.

138. Such co-operation, incidentally, can lead to improved relationships between the various departments of the establishment.

139. The reaction of trainees to the scheme has been varied; some are antagonistic towards it because it can be identified with classwork/school, whilst others see it as a significant training opportunity. It has proved difficult to predict which trainees will benefit most from the scheme; some of the most unlikely trainees have proved to be the most industrious and progressive.

140. Until the advent of pre-vocational courses the training and education of Everthorpe trainees went largely unrecorded. Only 48 trainees at any one time can attend courses leading to City and Guilds Skill Testing Certificates. In the academic field less than 10% of trainees going through the establishment in any one year attempt nationally recognised examinations. City and Guilds 365 presented the ideal opportunity to remedy this situation. The high quality of training given in the various work areas is now recorded and available for the trainee to use after his discharge, as evidence of his experience. This record, accompanied by a nationally recognised certificate ensures that a period of time in a youth custody centre is not lost or wasted because of the absence of evidence.

141. In recent years there has been a dramatic decline in the volume of work available to prison industries. This has led to a rationalisation programme which is resulting in a need for time spent in production workshops by trainees to be replaced with other activities. Most of the trainees received at Everthorpe would be attending some form of pre-vocational training course if they had remained at liberty. Therefore it is a natural development for youth custody centres to offer this type of course.

142. Many of the resources and much expertise necessary for running a pre-vocational training scheme are available in youth custody centres. The aims of the 365/CPVE schemes are compatible with the Prison Department Circular Instruction *Regimes in Youth Custody Centres* and the House of Commons Select Committee report on prison education. The changes which proved necessary over the pilot year were those involved in the integration of the various training, work and education areas. Teaching methods had to become vocationally orientated and training and work had to become more education orientated. These changes can only be of benefit to the regime of the establishment by enhancing the already high standard of training.

143. A pre-vocational scheme can enhance the effectiveness of the training regime of a youth custody centre provided that it is well planned and carefully and closely managed. A model plan of action for achieving this is outlined below.

Action by the Governor

- Bring together a management team consisting of, for example, Deputy Governor (Chairman), Assistant Governor, Training Principal Officer, Education Officer, Works Principal Officer, Physical Education Principal Officer, Industrial Manager, Farm Manager.
- Allot time for this team to become fully conversant with the scheme both in theory and in practice (by visiting an establishment, not necessarily a prison, which operates such a scheme) and to make contacts with the Joint Board to familiarise themselves with all the necessary CPVE documentation and procedures.
- Require this team to plan the strategy for the introduction of the scheme which will involve:
  - reviewing the procedures for allocation of trainees to work, education and sport;
  - determining procedures for profiling and assessment;
  - deciding which areas are best suited to the introduction of the scheme and the optimum number of trainees participating;
  - investigating the best means of training *all* staff within a short period of time (approximately one month is suggested), taking into account available resources.
- Ensure that this team has timetabled meetings (weekly at the outset) and that, once the team has reached the conclusion that a vocational preparation scheme is a viable option and has determined the establishment's

strategy for implementation, regular information sheets are distributed to all staff.

Action by the Education Officer

- Introduce City and Guilds assignment-based materials (Communication Skills 772 or Numeracy 364) into the education programme at the earliest opportunity, and encourage the production of locally relevant assignments.
- Assign full-time teachers to work areas to facilitate the production of these vocationally orientated assignments.
- Base the teaching strategy for delivering CPVE on team-teaching.
- Provide staff with all relevant CPVE documentation so that they may become fully conversant with its aims and objectives.
- Where this is not already the case, assign full-time teachers to particular areas of the curriculum and, as a priority, assign the role of course co-ordinator to a member of staff who is to be involved in teaching on the scheme.
- Ensure that reprographic facilities are adequate to meet the greatly increased demands of running a scheme based on assignment work.
- At the earliest opportunity visit another establishment in which the scheme is operating.

Action by the Training Principal Officer

- Become fully conversant with the aims and objectives of the scheme before embarking on the development of a training programme.
- Form a training team from a cross-section of staff (e.g. an assistant governor, a teacher and a civilian instruction officer) and formulate a training programme with them.
- Be aware that there will be a need to demystify and ensure that the training is presented in a straightforward and concise manner.

Action by the LEA

- Ensure that the establishment is aware of the content of new vocational preparation developments and how they relate to the objectives of youth custody centres.
- Ensure, through link colleges where appropriate, that the necessary curriculum and staff development support is available to the establishment as a whole not just its Education Department.

- Ensure that any member of staff of the LEA or link college who is to have an input into the scheme is allowed time to become familiar with the establishment and its routine before making his/her contribution.

144. As has already been stated, setting up a vocational preparation scheme requires considerable commitment by staff at all levels and this commitment cannot be sustained without evidence of commitment centrally in the form of the provision of financial resources. The scheme at Everthorpe has received considerable support in this way from the Chief Education Officer's Branch, but none as yet from other sources. it is unlikely that a scheme, certainly at the current level of participation, can be maintained without input on a permanent basis from other Home Office sources.

REFERENCES

1. NFER Senior Maths test: available from NFER-Nelson, 2 Oxford Road East, Windsor SL4 1DF. (Senior English test out of print).

2. GATB a test battery developed by the US government for use in occupational counselling.

3. See *Vocational Preparation* (FEU, 1981) for explanation of concept of vocational preparation.

4. A Materials and Information Centre has been established for some time and its full-time staff draw upon a multi-disciplinary training team who have provided numerous training opportunities for staff in all sectors of the education service concerned with young people involved with pre-vocational courses. The Centre is supported by a Curriculum Development Group and a small representative steering group provides advisory support. The Centre provides a mixture of centrally located day and residential courses supporting 'in-house' training in colleges and schools.

5. 'Bridging the gap' a scheme run jointly by the local authority and ALBSU (Adult Literacy and Basic Skills Unit).

APPENDIX 1:
AREAS OF WORK AVAILABLE TO TRAINEES AT EVERTHORPE

Domestic Cleaning Parties

These parties are normally manned by trainees during their first five or six weeks at Everthorpe. Tasks include the cleaning of individual wings including communal areas and also the main corridors within the building.

The Woodmill

This is a wood-machine shop in which all trainees must be over 18 years of age to comply with the Health and Safety Act. Trainees are taught how to use the various types of wood-working machinery. They are employed making articles for the Prison Service, e.g. cell doors or outside huts.

Carpenters' Production Shop

Trainees are taught how to assemble and finish off the items manufactured in the woodmill.

Carpenters Construction Industry (CIT) Course (C&G 611), Bricklayers Training CIT Course (C&G 608), Painting and Decorating CIT Course (C&G 609) and Welders Vocational Training (VT) Course (C&G 9351-4)

All of these courses teach the practical and theoretical aspects of the particular trade. Some trainees achieve City and Guilds Basic Skills Test standards.

Stores

Trainees are employed in the clothing and general stores not only in the issuing and collecting of clothing each week but also in repairing items which are handed in damaged.

Kitchen

Trainees who work in the kitchen are responsible for the preparation of meals in the establishment including meals for the outside working parties.

Textiles

This is a production shop where trainees are taught how to use the sewing machine to produce such items as towels, pillow slips, sheets and mail bags.

Orderlies

Various posts such as reception, hospital, education, administration block and wings employ trainees to act as orderlies. These are positions of trust and selection has to be considered very carefully.

Works Department

Trainees are attached to civilian workmen and trades officers who are employed to maintain, build and effect alterations to the various parts of the establishment. It normally follows that trainees who have successfully completed one of the trade training courses will go on to the Works Department in order to put their new skills into practice under the supervision of a tradesman.

Woodlands Party

This is a farm party which is transported daily to the Woodlands Farm eight miles away, tasks include the care of stock, tractor work, arable and produce work and forestry.

Everthorpe Farm

Similar to Woodlands Party but closer to the institution. Tasks undertaken are as for the Woodlands Farm, but in addition there is a dairy complex and a pig unit.

The Estate Party

Trainees are employed on this party maintaining the lawns, sportsfields, woods and public gardens around the estate.

Other Cleaning Parties

The Chief Officer's Party and General Labourers Party are two other general cleaning parties which are responsible for the general cleanliness of the establishment.

APPENDIX 2:
AIMS OF THE EVERTHORPE 365 SCHEME BASED ON CITY AND GUILDS VOCATIONAL PREPARATION (GENERAL) SCHEME
(See *Starting a 365 Programme (December '83 onwards)* CGLI, 1983)

1) To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

2) To introduce the young person to the disciplines of the working environment.

3) To give experience of a wide range of practical activity so that young people can explore their interests and abilities.

4) To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

5) To bring about continuing development of physical and manipulative skills in both vocational and leisure context, and an appreciation of those skills in others.

6) To encourage the ability to develop satisfactory personal relationships with others.

7) To strengthen the basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

8) To bring about a level of achievement in literacy and numeracy appropriate to ability, and adequate to meet the basic demands of contemporary society.

9) To bring about the competence in a variety of study skills likely to be demanded of the young person.

10) To encourage the capacity to approach various kinds of problems methodically and effectively and to plan and evaluate different courses of action.

11) To bring about the necessary political and economic literacy required to understand the social environment and participate in it.

12) To develop an appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular.

13) To bring about a development of the coping skills necessary to promote self-sufficiency in the young person.

14) To bring about a flexibility of attitude and a willingness to learn, to help the young person manage future changes in technology and career.

15) To help the young person reach a level of achievement which facilitates progress into employment and to courses of further education and training.

APPENDIX 3:
THE HUMBERSIDE LEA DIARY LOG BOOK

VOCATIONAL PREPARATION

RECORDING AND REVIEWING SYSTEM

DIARY LOG BOOK

HUMBERSIDE COUNTY COUNCIL

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ELEMENTS OF YTS	COMPONENTS OF F.E.U. VOCATIONAL PREPARATION
Induction	Negotiation
Assessment	Counselling, Guidance and Assessment
Off the Job Training	Acquisition of Basic Skills and Knowledge
Planned work experience	Relevance and Experience
Guidance and Support	
Core Skills	
Record and Review of Progress	
Occupational based Training	

COMPONENTS OF THE CERTIFICATE OF PRE-VOCATIONAL EDUCATION

The Common Core
The Vocational Studies
The Additional Studies

VOCATIONALLY ORIENTATED STUDIES

For learning purposes vocational studies are based upon clusters of activities which have a common purpose and related learning objectives:

(A) Personal Services Occupations - personal services and sales, food and accommodation, community and health.

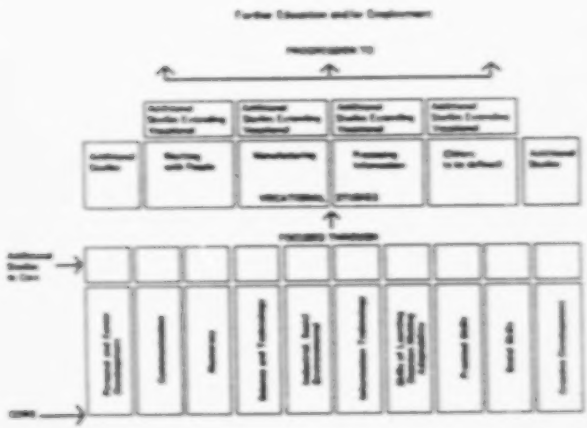
(B) Information and Data Occupations - administrative, clerical and office services, technical and scientific occupations.

(C) Production, Processing and Servicing Occupations - craft, design, construction, installation, maintenance and repair, manufacturing, assembly and processing occupations.

(D) Natural Resources Occupations - agriculture, horticulture, forestry and fisheries, transport services, work outside employment.

(The extended list of Occupational Training Families is published in the Profile).

The diagram illustrates a framework within which a programme could be developed:
(see the Joint Board Consultative Document).



The Recording and Reviewing System: Notes of guidance for staff

The system comprises:

1) A Diary Log Book
2) The Humberside Profile

1 a) The Diary Log Book

This is the property of the student/trainee, who should be encouraged to bring it to all training sessions so that a day to day record can be maintained of what has been experienced and learned.

At the discretion of staff, plain or lined pages are available on which entries can be recorded.

The loose leaf construction enables the staff to include pages of instructions and information relevant to the needs of individuals.

It may be appropriate to include a page recording previous experience.

b) Joint Reviews

It is recommended that students/trainees and staff negotiate these each week or fortnight.

Joint Reviews record progress and indicate where future emphasis will be placed. Frequent reviewing enables staff and students/trainees to quickly establish a close working relationship and develop an understanding of the individual's aptitudes and abilities. They provide a good foundation for personal and/or group guidance.

Copies of Joint Reviews are to be retained by staff.

c) Attainments in Basic Abilities

Staff should record progress at 4-6 week intervals in consultation with the students/trainees, and with reference to the Joint Reviews.

Attainments in basic abilities are assessed by descriptors based on a 5 grid system.

In addition a brief description should be given of the achievement which demonstrated that skill.

Staff should retain one copy for staff records.

Vocational option tutors might find it appropriate to record progress on photocopies of the Examples of Basic Abilities page and the associated grid.

All entries should be dated and initialled by staff and students/trainees.

The Diary Log Book can be used for completing the summative profile or the YTS certificate.

2 The Humberside Profile

This is the summative profile, and is the document presented to students/trainees when the course is complete and/or the student/trainee leaves. (See 'General Points' (c))

The Profile comprises:

1. A Statement of Aims
2. Information and instructions for students/trainees, staff and employers, including a statement of the elements of YTS, the components of Vocational Preparation and the C.P.V.E.
3. A summary of the course content
4. A copy of the Attainments in Basic Abilities
5. Records of: Work Experience
   Education and Training
   Services to the Community
   Experience gained with Machines and Equipment
   Qualifications and Awards.
6. A statement of Personal Comments by the student/trainee

(Loose leaf construction enables all Profiles to be assembled without blank pages and to include appropriate additions made by individual establishments.)

THE USE OF COMPUTERS FOR THE PREPARATION OF PROFILES

The adoption of loose-leaf format for the Humberside Profile Document enables those institutions that so wish to prepare Profiles using typewriters or computer equipment.

Among the advantages of these techniques are the following:

(a) high quality presentation of output is possible
(b) multiple top copies are available
(c) a computer file may be readily updated or amended
(d) the establishment can maintain a comprehensive, up-to-date record of each student's progress.

Inevitably a typewritten or computerised document is more impersonal than one handwritten, and the maintenance of such a profile may be less of a motivating factor for a student. These are important considerations for an establishment in deciding how to manage the activity of profiling.

Computer users may wish to adopt one of the several techniques to store and print profile information. It is a requirement of each system, however, that the profile document be printed on the pre-printed forms provided by Humberside County Council and not on separate stationery. As with all data of a confidential nature, security precautions are necessary to prevent unauthorised access or loss of data.

The East Yorkshire College of Further Education has undertaken to carry out some trials using a word-processing package in connection with the preparation of the profiles. Further information may be obtained from John Stephenson (Bridlington 603403 or Driffield 43401) or Brian Sauer, Co-ordinator, Accredited Staff Training Centre, (Hull 448471)

GENERAL POINTS

Every establishment will evolve a method of completion appropriate to its own training strategies and systems, but the past experience of others might assist staff who are new to this type of recording and reviewing system:

(a) The whole system of recording and reviewing should be shown and carefully explained to students/trainees and staff at the beginning of the course, during the induction period.

(b) Students/trainees and staff need to be taught the importance of recording and reviewing and encouraged to see it as essential to the curriculum, and an important part of the working day.

(c) Staff should advise students on how to present the Profile to the greatest advantage, when communicating with employers who might be unfamiliar with such documents.

(d) It is useful to allocate a few minutes during each session or day for the updating of records. This enables students/trainees to share experiences, and with the help of staff, to identify the most significant aspects of the day's work.

(e) Where courses involve several tutors, all of whom are contributing to the records and reviews, close staff liaison throughout the course is imperative.

The course tutor/supervisor needs time to establish a co-operative working relationship within the staff team so that they are able to assemble and summarise their several assessments into one agreed final statement.

(f) All assessments should be positive and forward-looking and not destructive.

The recording and reviewing system facilitates individual and group guidance from the commencement of induction, at frequent intervals throughout and at the end of the course.

This log book is the property of:

Name of Student/Trainee:

Usual signature:

Name of Establishment:

Address:

Name and Type of Scheme:

Starting Date:

End Date:

Profile completion date:

Name of Course Tutor/Supervisor:

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NOTES TO STUDENTS/TRAINEES ON HOW TO USE THIS DIARY LOG BOOK

1. This Diary Log Book is an important part of your training. It is your property so please look after it carefully and keep it up-to-date as it will form a valuable record of your experience.
It may also assist you in future job applications.
Before presenting your Profile or Diary Log Book to an employer, identify those pages which are most relevant and emphasize these during your interview.

2. **The Records of Experience.**

It is recommended that at the end of each day you should spend about 5 minutes answering the questions. The questions are there to help you record what you have been doing, but you may also wish to say, e.g.

(i) which part of the work and training you find most interesting/easy/difficult/strenuous, etc., etc.,
(ii) whether the experience/training was short or too long,
(iii) what other areas you would like to work in, etc., etc.

3. **The Joint Reviews**

These will be filled in by you at times agreed between yourself and staff. At the end of each agreed period, staff will want to discuss your entries with you. Together you should agree what is to be entered in the Joint Review.

4. Sometimes you will have to work with more than one tutor/supervisor during a week. You may wish to discuss your daily entry with the tutor/supervisor of that day, but whether your discussions are daily or weekly, always try to make your comments as constructive as possible.

The Diary Log Book is intended to help you develop and demonstrate your skills, and ensure that you get the most out of the programme.

Staff will retain a copy of Joint Reviews and Profiles.

5. Additional pages are collective records of Visits, Work Experience and Machinery and Equipment experience, and Attainments in Basic Abilities.

Record of Experience **Week Commencing** .....

Complete the following details. (number your answers). Remember to complete the collective record pages.

1. What new things have you learned, what skills have you improved?
2. Comment on the week's activities.

JOINT REVIEW

DATE .....

STUDENT/TRAINEE

A. What did you find most valuable and interesting during this period of work?
Which part of the work did you most enjoy and why?

B. List the equipment/tools/machinery used during this period (and bring collective record sheet up to date).

C. Any further comments

D. Staff: What has the student/trainee done particularly well?

JOINT COMMENTS: After discussion, we have agreed that progress has been made in:

but attention needs to be paid to:

Signed ..... Signed .....
(Student/trainee) (Tutor/Supervisor)

Date .....

RECORD OF WORK EXPERIENCE

Write down:
(1) The dates of each employment period. (2) The name and address of the employer
(3) A brief description of the work you did. (4) Any comment you wish to record.

Signature/Comment
Student/Trainee,
Tutor/Supervisor.

RECORD OF EXPERIENCE GAINED WITH MACHINES AND EQUIPMENT

This is a most important record; employers greatly value this experience. Write:

(1) The date(s) when you used the machinery or equipment.
(2) The names of the machine(s) or equipment.
(3) The work you did.
(4) Any personal comment about your performance.

Signature/Comments
Student/Trainee,
Employer.

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RECORD OF VISITS BY OUTSIDE SPEAKERS/DEMONSTRATORS

Write down: (1) The date of the visit. (2) The subject matter. (3) Any personal comment.

Page 60

RECORD OF VISITS TO PEOPLE AND PLACES

Write down: (1) The date of the visit. (2) The purpose of the visit. (3) Any personal comments.

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EXAMPLES OF BASIC ABILITIES DEMONSTRATED ON THE COURSE

Topic/Integrated Assignment _____

1. Talking and listening 2. Reading 3. Writing 4. Using signs and diagrams 5. Computer appreciation	COMMUNICATION
6. Safety 7. Using equipment 8. Numeracy	PRACTICAL and NUMERICAL
9. Working in a group 10. Accepting responsibility	SOCIAL
11. Planning 12. Obtaining information 13. Coping	DECISION MAKING

Signed _____ (student) Signed _____ (tutor)

ATTAINMENTS IN BASIC ABILITIES

		(Basic Level)				(High Level)
COMMUNICATION	TALKING AND LISTENING	Can make sensible replies when spoken to	Can hold conversations and can take messages	Can follow and give simple descriptions and explanations	Can communicate effectively with a range of people in a variety of situations	Can present a logical and effective argument. Can analyse others' arguments
	READING	Can read words and short phrases	Can read straightforward messages	Can follow straightforward instructions and explanations	Can understand a variety of forms of written materials	Can select and judge written materials to support an argument
	WRITING	Can write words and short phrases	Can write straightforward messages	Can write straightforward instructions and explanations	Can write reports describing work done	Can write a critical analysis, using a variety of sources
	USING SIGNS AND DIAGRAMS	Can recognise everyday signs and symbols	Can make use of simple drawings, maps, timetables	Can make use of basic graphs, charts, codes, technical drawings, with help	Can interpret and use basic graphs, charts, technical drawings unaided	Can construct graphs and extract information to support conclusions
	COMPUTER APPRECIATION	Can recognise everyday uses of computers	Can use keyboard to gain access to data	Can enter data into the system using existing programs	Can identify potential applications for computers	Can construct error free programs
PRACTICAL & NUMERICAL	SAFETY	Can explain the need for safety rules	Can remember safety instructions	Can warn safety hazards	Can apply safe working practices independently	Can maintain, and suggest improvements to, safety measures
	USING EQUIPMENT	Can use equipment safely to perform simple tasks under guidance	Can use equipment safely to perform a sequence of tasks after demonstration	Can select and use suitable equipment and materials for the job, without help	Can set up and use equipment to produce work to standard	Can identify and remedy common faults in equipment
	NUMERACY	Can count objects	Can solve problems by adding and subtracting	Can solve problems by multiplying and dividing	Can calculate ratios, percentages and proportions	Can use algebraic formulae
SOCIAL	WORKING IN A GROUP	Can cooperate with others when asked	Can work with other members of the group to achieve common aims	Can understand own position and results of own actions within a group	Can be an active and decisive member of a group	Can adapt a variety of roles in a group
	ACCEPTING RESPONSIBILITY	Can follow instructions for simple tasks and carry them out under guidance	Can follow instructions for simple tasks and carry them out independently	Can follow a series of instructions and carry them out independently	Can perform a variety of tasks effectively given minimal guidance	Can assume responsibility for designated tasks and take initiative
DECISION MAKING	PLANNING	Can identify the sequence of steps in everyday tasks, with prompting	Can describe the sequence of steps in a routine task, after demonstration	Can choose from given alternatives the best way of tackling a task	Can modify/extend given plans/routines to meet changed circumstances	Can create new plans/routines from scratch
	OBTAINING INFORMATION	Can ask for needed information	Can find needed information, with guidance	Can use standard sources of information	Can extract and assemble information from several given sources	Can show initiative in seeking and gathering information from a wide variety of sources
	COPING	Can cope with everyday activities, with help	Can cope with everyday problems. Seeks help if needed	Can cope with changes in familiar routines	Can cope with unexpected or unusual situations	Can help others to solve problems

(By permission of C.G.L.I.)

APPENDIX 4:
CITY & GUILDS PROFILE REPORT FORM

City+Guilds

365 VOCATIONAL PREPARATION (GENERAL)

PROFILE REPORT FORM

STATEMENT

This Profile records for _____ the range of abilities, attainments and experiences throughout the course of Vocational Preparation (General) at

_____

Signed _____ Signed _____
(Course Tutor) (Student)

Date _____ Date _____

This Profile has FOUR components:

Sheet 1 – examples of basic abilities demonstrated on the course

Sheet 2 – a grid of best attainments in basic abilities achieved

Sheet 3 – a list of experiences with examples gained within the Economic, Social and Environmental Studies element.

Sheet 4 – details of Extension Studies, Work Experience Other Qualifications and Personal comments.

Any other relevant documents may be added to this profile.

TO THE STUDENT

1. The Profile in this folder is designed to help you rather than to provide an opportunity to criticise you and your work.
2. The entries will be made by you and your Tutor(s) after discussion.
3. You will be given the opportunity of discussing the entries on your Profile. If you disagree with anything that has been said, you should say so and explain why you disagree.
4. When you leave the scheme/course a Profile will be completed.

TO WHOM IT MAY CONCERN

This profile records what the Student has experienced during the programme of Vocational Preparation.

Sheet 1

CITY AND GUILDS OF LONDON INSTITUTE

385 VOCATIONAL PREPARATION (GENERAL)

EXAMPLES OF BASIC ABILITIES DEMONSTRATED ON THE COURSE

Topic/integrated Assignment _____

1. Talking and listening 2. Reading 3. Writing 4. Using signs and diagrams 5. Computer appreciation	COMMUNICATION
6. Safety 7. Using equipment 8. Numeracy	PRACTICAL and NUMERICAL
9. Working in a group 10. Accepting responsibility	SOCIAL
11. Planning 12. Obtaining information 13. Coping	DECISION MAKING

Signed _____ (student) Signed _____ (tutor)

CITY AND GUILDS OF LONDON INSTITUTE

365 VOCATIONAL PREPARATION (GENERAL)

ATTAINMENTS IN BASIC ABILITIES

		Basic Level				High Level
COMMUNICATION	TALKING AND LISTENING	Can make sensible replies when spoken to	Can hold conversations and can take messages	Can follow and give simple descriptions and explanations	Can communicate effectively with a range of people in a variety of situations	Can present a logical and effective argument. Can analyse others' arguments
	READING	Can read words and short phrases	Can read straightforward messages	Can follow straightforward instructions and explanations	Can understand a variety of forms of written materials	Can select and judge written materials to support an argument
	WRITING	Can write words and short phrases	Can write straightforward messages	Can write straightforward instructions and explanations	Can write reports describing work done	Can write a critical analysis, using a variety of sources
	USING SIGNS AND DIAGRAMS	Can recognise everyday signs and symbols	Can make use of simple drawings, maps, timetables	Can make use of basic graphs, charts, codes, technical drawings, with help	Can interpret and use basic graphs, charts, technical drawings unaided	Can construct graphs and extract information to support conclusions
	COMPUTER APPRECIATION	Can recognise everyday uses of computers	Can use keyboard to gain access to data	Can enter data into the system using existing programs	Can identify personal applications for computers	Can construct error free programs
PRACTICAL & NUMERICAL	SAFETY	Can explain the need for safety rules	Can remember safety instructions	Can spot safety hazards	Can apply safe working practices independently	Can maintain, and suggest improvements to, safety measures
	USING EQUIPMENT	Can use equipment safely to perform simple tasks under guidance	Can use equipment safely to perform a sequence of tasks after demonstration	Can select and use complex equipment and materials for the job, without help	Can set up and use equipment to produce work to standard	Can identify and remedy common faults in equipment
	NUMERACY	Can count objects	Can solve problems by adding and subtracting	Can solve problems by multiplying and dividing	Can calculate ratios, percentages and proportions	Can use algebraic formulae
SOCIAL	WORKING IN A GROUP	Can cooperate with others when asked	Can work with other members of the group to achieve common aims	Can understand own position and results of own actions within a group	Can be an active and decisive member of a group	Can adopt a variety of roles in a group
	ACCEPTING RESPONSIBILITY	Can follow instructions for simple tasks and carry them out under guidance	Can follow instructions for simple tasks and carry them out independently	Can follow a series of instructions and carry them out independently	Can perform a variety of tasks effectively given minimal guidance	Can assume responsibility for delegated tasks and take initiative
DECISION MAKING	PLANNING	Can identify the sequence of steps in everyday tasks, with prompting	Can describe the sequence of steps in a routine task, after demonstration	Can choose from given alternatives the best way of tackling a task	Can modify/extend given plans/routines to meet changed circumstances	Can create new plans/routines from scratch
	OBTAINING INFORMATION	Can ask for needed information	Can find needed information, with guidance	Can use standard sources of information	Can extract and assemble information from several given sources	Can show initiative in seeking and gathering information from a wide variety of sources
	COPING	Can cope with everyday activities, with help	Can cope with everyday problems. Seeks help if needed	Can cope with changes in familiar routines	Can cope with unexpected or unusual situations	Can help others to solve problems

Sheet 3

CITY AND GUILDS OF LONDON INSTITUTE

365 – VOCATIONAL PREPARATION (GENERAL)

ECONOMIC, SOCIAL AND ENVIRONMENTAL STUDIES

Below is a list of typical learning experiences which gives the activities relating to the part of the course covering Economic, Social and Environmental Studies. The space on the right hand side may be used to state what the student has done for each activity.

✓ indicates that the student has satisfactorily completed the activity.

CAREER PLANNING	– has compared own requirements in basic abilities (Sheet 2) with those abilities required for a variety of jobs		
	– has experienced at least 3 different kinds of work (Sheets 1)		
	– has gained a knowledge of those factors which influenced job-satisfaction, job-choice and pay		
WORLD OF WORK	– has looked at the organisation of a specific firm and what it does for its new recruits and older workers		
	– has identified and described the management structure and Union organisation within a particular firm		
	– has carried out particular tasks (jobs) in realistic working conditions		
UNDERSTANDING SOCIETY	– has looked at a number of topical issues, recognised the different points of view relating to each and come to an informed personal opinion		
	– has been an active and discipline member of a group and has observed an official decision-making body in action		
	– has developed background knowledge necessary for a general understanding of national and local government		
	– has identified personal legal rights, and responsibilities and knows how to act on them		
ECONOMIC UNDERSTANDING	– has knowledge and skills necessary for effective personal money management		
	– has investigated the basic economic factors involved in running a business		
	– can describe a selection of firms in basic economic terms		
ENVIRONMENTAL UNDERSTANDING	– has identified and assessed the nature of specific environmental problems		
	– has investigated the use of energy, material and production methods of specific firms		
	– has discussed the implications of specific technological developments on jobs and the environment.		
OTHER RELEVANT EXPERIENCES			

Sheet 4

CITY AND GUILDS OF LONDON INSTITUTE

365 – VOCATIONAL PREPARATION (GENERAL)

EXTENSION STUDIES AND ACTIVITIES – brief details of activities carried out:

WORK EXPERIENCE – provided as a part of the course, or any other relevant experience:

QUALIFICATIONS – details of qualifications held or gained:

PERSONAL REPORT – Course Tutors and Student are invited to make any additional comments in this space:

APPENDIX 5:
EVERTHORPE CPVE SUBMISSION

CPVE FORM B (REVISED 1986)

JOINT BOARD REFERENCE

BTEC Business & Technician Education Council

City and Guilds of London Institute

JOINT BOARD FOR PRE-VOCATIONAL EDUCATION

46 Britannia Street, London WC1X 9RG Telephone 01-278 2468

SUBMISSION OF A CPVE SCHEME FOR APPROVAL 1986

A SCHEME DETAILS (Please complete this Section in BLOCK CAPITALS)

1 SCHEME NAME: EVERTHORPE TRAINING CENTRE

2 SCHEME CO-ORDINATOR NAME: MR D C LEHAIN/MR R PEACOCK

3 ADDRESS FOR CORRESPONDENCE: HM YOUTH CUSTODY CENTRE,

EVERTHORPE, BROUGH, NORTH HUMBERSIDE

POSTCODE: HU15 1RB

4 TELEPHONE NUMBER: 04302 2471 EXT.235

5 LOCAL EDUCATION AUTHORITY: HUMBERSIDE

6 REGIONAL BODY: YORKSHIRE & HUMBERSIDE ASSC. FOR FURTHER AND HIGHER EDUCATION

7 SCHEME TYPE (Single school, single college or consortium): SINGLE COLLEGE

TYPE	NUMBER OF ORGANISATIONS
SCHOOLS/VI FORM/COMMUNITY COLLEGES	
COLLEGES OF FE/HE/TERTIARY/TECHNICAL	

8 ARE PREVIOUSLY APPROVED CPVE CENTRES INVOLVED? (Yes or No)

IF YES, LIST ALL CPVE SCHEME NUMBERS AND NAMES:

9 ARE WELSH CERTIFICATES REQUIRED (YES OR NO) NO

10 NAME OF AWARD SCHEME

CENTRE OF REGISTRATION

CENTRE AS PART OF SCHEME

11 I hereby apply for approval as a CPVE Centre and to offer a CPVE Scheme.

SIGNED: DATE: NOVEMBER 1985

NAME (in Block Capitals: T M TURNER

POSITION HELD: GOVERNOR

8 CENTRE DETAILS:

Please number and state names and addresses of ALL organisations involved.

NO.	NAME AND ADDRESS	CENTRE NUMBERS

C SCHEME MANAGEMENT GROUP

Please state names, designation and institutions of all members.

Mr R Peacock	-	Assistant Governor
Mr D C Lehain	-	Education Officer (HOD III)
Mr J Instance	-	Principal Officer (Establishment Training Officer)

D

CATEGORIES - INTRODUCTORY MODULES

Tick the Joint Board introductory modules to be offered within your scheme.

Tick	JB Code	Module Title	Institution
	A00001	Business and Administrative Services	
✓	A00002	Technical Services	
✓	A00003	Production	
	A00004	Distribution	
✓	A00005	Services to People	

E

CLUSTERS - EXPLORATORY MODULES

NOTE: Both Exploratory modules, ie Project and Theory and Practice must be attempted for EACH cluster offered.

Tick	JB Code	Module Title	Institution
	E00001	Control of Organisations	
	E00002	Services to Business	
	E00003	IT and Microelectronics Systems	
✓	E00004	Service Engineering	
✓	E00005	Manufacture	
✓	E00006	Craft-based Activities	
	E00007	Retail and Wholesale	
	E00008	Health and Community Care	
	E00009	Recreation Services	
✓	E00010	Hospitality, Food and Accommodation	
	E00011	Construction	
✓	E00012	Agriculture, Horticulture & Forestry	
	E00014	Design-based Activities	
	E00015	Science-based Activities	
	E00016	Performance Arts	
	E00017	Media Industries and Services	
	E00018	Hairdressing & Beauty Care	

F **PREPARATORY MODULES**

Tick the preparatory modules published by the Joint Board which are to be offered within your scheme, and indicate which institution(s) will offer the module (ie 2, or 1, 2 and 3 etc).

Tick	JB Code	Module Title	Institution
	P00001	Audio Typewriting	
	P00002	Typewriting	
✓	P00003	Word Processing	
	P00004	Bookkeeping	
	P00005	Clerical Services	
	P00006	Enterprise Skills	
	P00007	Reception Duties	
	P00008	Product Design	
	P00009	Engineering Drawing	
	P00010	Electronics	
	P00011	Electrical and Electronic Systems	
	P00012	Microelectronic Systems	
✓	P00013	Data Handling	
	P00014	Micro-Computers and their Applications	
	P00015	Motor Vehicle Engineering	
	P00016	Engineering Process	
	P00017	Installation and Maintenance of Equipment	
	P00018	Physical Science	
	P00019	Materials Technology	
✓	P00020	Design and Graphics	
	P00021	Fittings and Furnishings	
✓	P00022	Fabrication and Welding	
✓	P00023	Building Construction	
	P00024	Construction Service Installations	
✓	P00025	Finishes and Decoration	
	P00026	Merchandising	

PREPARATORY MODULES (continued)			
Tick	JB Code	Module Title	Institution
	P00027	Display	
✓	P00028	Wholesaling and Merchandising	
	P00029	Stock Control	
	P00030	Customer Service	
	P00031	Buying	
✓	P00032	DIY Retailing Services	
	P00033	Music Production and Presentation	
	P00034	Visual Arts Presentation	
	P00035	Production Skills in Performance Arts	
	P00036	Sports Management	
	P00037	Travel Agency Services	
	P00038	Geography of Tourism	
✓	P00039	Nutrition	
	P00040	Care of the Elderly	
✓	P00041	Child Care	
	P00043	Health Services	
	P00044	First Aid	
✓	P00045	Health Studies	
	P00046	Human Development	
	P00047	Home and Institutional Management	
✓	P00048	Food Service	
	P00049	Accommodation Services	
	P00050	Restaurant and Hotel Catering	
✓	P00051	Popular Catering	
	P00052	Beauty Therapy	

PREPARATORY MODULES (continued)

BTEC Units and Modules available as CPVE Preparatory Modules for 1986/87 only

Tick	JB Code	BTEC Code	Module Title	Institution
	P00053	80683	Mathematics	
	P00054	80682	Physical Science	
	P00055	83136	General Science	
	P00056	83129	Engineering Studies	
	P00057	83139	Construction Studies	
	P00058	83131	Motor Vehicle Engineering Studies	
	P00059	83132	Biology and Chemistry Lab Studies	
	P00060	83133	Food and Accommodation Studies	
	P00061	83134	Information Technology Studies	
	P00062	82029	Introduction to Metals Technology	
	P00063	82028	Fabrication and Welding Technology	
	P00064	80679	Engineering Drawing	
	P00065	79602	Microelectronic Systems	
	P00066	83137	Biology (2)	
	P00067	83138	Chemistry (2)	
	P00068	82031	Food Sales and Service	
	P00069	79560	Purchasing Costing and Control	
	P00070	80685	Food Commodities	
	P00071	83139	Engine and Vehicle Technology (2)	
	P00072	83086	Introduction to Building Engineering Services	

PREPARATORY MODULES (continued)				
Tick	JB Code	BTEC Code	Module Title	Institution
	P00073	B594	Travel Geography (complementary to B590)	
	P00074	B590	Basic Elements of Travel and Tourism	
	P00075	B395	Introduction to Selling	
	P00076	B415	Introduction to Merchandise Display	
	P00077	B220	Introduction to Wholesaling	
	P00078	B230	Food Retailing	
	P00079	B575	Keyboarding and its Application (relates to B576 & B565)	
	P00080	B565	Office Typewriting	
	P00081	B581	Use of Office Machines and Equipment	
	P00082	B185	Information Processing (needs basic keyboard skills)	
	P00083	B563	Receptionist/Telephonist	
	P00084	B580	Clerical Services	
	P00085	B445	Technical Aspects of Production	
			Understanding a Foreign Language:	
	P00086	B320	Beginners French	
	P00087	B326	Beginners German	
	P00088	B338	Beginners Italian	
	P00089	B332	Beginners Spanish	
			Modern Language (non-beginners):	
	P00090	B332	French	
	P00091	B328	German	
	P00092	B340	Italian	
	P00093	B334	Spanish	

PREPARATORY MODULES (continued)			
Tick	JB Code	Module Title	Institution
	P00094	Amenity Horticulture	
	P00095	Water and Gamekeeping	
	P00096	Estate Maintenance	
	P00097	Apiculture	
	P00098	Farm Crops	
	P00099	Farm and Garden Machinery	
	P00100	Floristry	
	P00101	Horse Care	
	P00102	Farm Livestock	
	P00103	Horticultural Production	
	P00104	Agricultural Workshop Practice	
	P00105	Energy Conservation	
	P00106	The Environment and Conservation	
	P00107	Food Science	
	P00108	Printing	
	P00109	Newspaper and Magazine Production	
	P00110	Audio and Video Production	
	P00111	Community Publishing	
	P00112	Advertising	
	P00113	Basic Photography	
	P00114	Design Processes	
	P00115	Ceramics	
	P00116	Film and Video Production	
	P00117	Hairdressing Services	
	P00118	Dance Skills	

C LOCALLY DESIGNED CLUSTERS

List below the locally designed clusters, if any, to be offered and the institutions offering them.

Each cluster must include both Project and Theory & Practice Exploratory Modules.

FIVE copies of EACH cluster plan and ALL modules must be attached to this submission form.

Joint Board Codes are supplied on approval of modules.

CATEGORY eg Production	JB CODE	CLUSTER/MODULE TITLES eg Textile and Clothing Manufacture	INSTITUTION

H

LOCALLY DESIGNED PREPARATORY MODULES.

List the locally designed modules, if any, to be offered and the institutions offering them.

FIVE copies of EACH module together with the associated justification and assessment chart to be attached to this submission form.

Joint Board Codes are supplied on approval of modules.

JB CODE	MODULE TITLE eg Production Skills in Radio	INSTITUTION

I TARGET GROUP

JOINT BOARD USE ONLY

Give brief details of the target group for your scheme

Male young offenders, age range 17 - 20 years.
Academic ability generally from low to those in need of remedial help. Highest achievers tend to be at GCE 'O' Level and lowest are totally illiterate and innumerate. Large proportion were non-attenders at Secondary School and level of motivation tends to be extremely low. Attention span is invariably very short.

J GENERAL APPROACH TO IMPLEMENTATION

Outline the methods by which course components will be integrated.

At Everthorpe various methods, already in operation for the 365 Scheme, will be continued, eg:

1. Double manning - Instructors attending classroom sessions wherever possible .
2. Curriculum team leaders with time-tabled meetings (weekly).
3. Team teaching with time-tabled meetings (fortnightly).
4. Time-tabled Management Team Meetings (weekly).
5. Time-tables co-ordinated by the various contributors to the programme, eg: education, physical education, farms or works officers, construction industry training course instructors, with the emphasis on blocks of learning activity.

Cont/d...

J2 **Attach the weekly timetable and give an explanation as to how the timetable demonstrates an appropriate balance of components.**

JOINT BOARD USE ONLY

The time-table (Appendix 3) shows how an individual student can, during each week, undertake:

Core studies (including computer literacy)	7 hours
Vocational studies	11 hours
Additional studies	7½hours
Private study/core studies	5 hours
Work experience	6 hours
	36.25 hrs

The private study period is one session every evening (known as quiet time) when a student may work alone in his cell.

J3 What learning strategies do you intend to use in order to implement the planned programme?

Because of the nature of the establishment and our students, strategies aimed at bringing the world to the students, eg: videos and speakers, will play a much greater part than would usually be the case.
Restrictions on visiting speakers are minimal and, because our experience is that outside bodies are particularly willing to assist, we therefore see no problems with this strategy.
Other strategies will include project work, worksheets, work placement tutorials, demonstrations (eg: students will be able to move freely between workshop and classroom affording practical demonstration of theoretical points and vice versa), team teaching (programmed), double manning (programmed), computer assisted learning and library facilities. It should be mentioned that, as with videos and visiting speakers, extensive use will necessarily be made of library facilities and the 'reference' (ie: non-lending non-fiction section) is being upgraded accordingly.

K STRUCTURE AND DESIGN

JOINT BOARD USE ONLY

K1 Explain how the scheme will be organised to ensure that the core and vocational studies are to continue throughout the duration of the scheme.

See time-table - Appendix 4

K2 Show how the vocational studies are to be delivered to ensure sufficient flexibility to meet the students needs and changing needs.

Because of the ability range and the 'roll-on/roll-off' mode of entry of the prison population, particularly in a relatively 'short stay' establishment such as Everthorpe was until recently, a flexible approach based on the needs of the individual has long been a requirement of teachers in penal education. Some examples of typical locally produced assignments (Appendix 5) show how this continues to be used to good effect in the delivery of vocational studies.

Cont/d..

JOINT BOARD USE ONLY

K3 **Show how individual learning programmes will be developed to allow students the opportunity to experience and improve their attainments in all the core areas.**

Double manning - Some double manning, under which some instructors attend classroom sessions, is programmed and will enable a higher percentage of one-to-one (student/teacher) guidance to take place thus facilitating the development of individual learning programmes.
Teaching teams - Currently include all full-time staff and over 50% of part-time staff and are programmed to meet fortnightly for at least one hour per session.
Curriculum content planning team - The five full-time Lecturer I's are programmed to meet weekly for a minimum of one hour (Monday afternoons).
Establishment review procedure - In addition to the day-to-day guidance available to the trainee from his tutor, instructor or group officer (mentor) the review procedure ensures that the progress of individuals in all areas such as work or education are discussed (by his group officer after consultations with his instructor and teacher) with the trainee at least every four weeks. A comprehensive review possibly involving changes in work and education takes place every twelve weeks. It is therefore possible for a trainee to substantially change his programme every four weeks. However such changes would normally be allowed only at the 12 weekly review board.

K4 **Show how the provision of the minimum 15 days equivalent real or simulated work experience is to be integrated within individual programmes.**

The range of real and simulated work experience available is broad, and the nature of the Youth Custody Centre is such that all trainees are required to work for at least part of each week. During any 26 week period an individual will undertake at least 23 days work experience at one day per week. The sample programme (Appendix 4) shows how work experience will be integrated into the overall programme.

L PROGRESSION

JOINT BOARD USE ONLY

L1 Map out the routes of progression into, within and beyond the CPVE scheme.

Our students are not with us by choice but entry into the scheme will be voluntary. During the students' first week with us consideration is given to previous experiences (education and other) as recorded on prison records and elsewhere. In the second week a Training Plan Board will, together with the student, decide on his route through the scheme based on:

(a) His abilities and aptitudes as suggested by Education and PE Tests and Interviews.
(b) Choices expressed by him.
(c) Availability of work/courses/education.
(d) Security requirements as they relate to -
  (1) the nature of the offence committed by the student and
  (2) the duration of his sentence.

The LI responsible for throughcare will, with his group officer, guide him through his various educational and vocational changes within the scheme.
Links between LEA's and probation department (such as the 'Bridging the Gap' Scheme in Leeds) will assist in the progression in outside colleges.
Everthorpe is linked with Hull College of FE and the routes beyond CPVE listed by them in their submission will be available to our students.

L2 Describe the negotiations being made in the locality with other institutions and employers in connection with the progression of individual students.

The National Association for the Care and Rehabilitation of Offenders (NACRO) has numerous premises throughout our catchment areas and will assist students to continue.

The Probation Department is also keen to assist and we are currently looking at various means of working with them to help students to progress from prison to college education.

The Vice Principal of Hull College of FE, Mrs Johnson-Breth, has agreed to act as a mediator with other colleges in helping individuals from other areas to continue their studies in local colleges.

H ASSESSMENT, GUIDANCE AND COUNSELLING

JOINT BOARD USE ONLY

M1 Give details of methods of initial assessment of achievements, interests and attitudes on which to base the individual CPVE programmes.

During the young person's induction into the establishment and its routine (see establishment Induction Programme - Appendix 6) he undergoes a series of tests of his physical and mental abilities and aptitudes. In the education department these tests are:

(a) The National Foundation of Education Research English Comprehension Tests and Senior Maths Tests.

(b) The General Aptitude Test Battery which gives broad indications of aptitudes such as manual and finger dexterity, clerical and spatial perception, numerical and verbal ability, and from these suggest suitability for work areas.

Past achievements are derived from the individual, his school and/or employer if appropriate and his prison record if it exists.

The individual is then interviewed at length by the Education Department Tutor, PE Instructor and Group Officer to further assess his needs, wants and interest.

M2 Give details of organisational and operational arrangements for locally designed in-course assessments. Describe the variety of techniques to be used.

It is intended that we should for the time being continue to use City and Guilds 365 Scheme log books and profiles but begin the process of modifying them. We propose at the earliest opportunity to move away from the use of grids.

Cont/d...

87

JOINT BOARD USE ONLY

M3 Give details of organisational and operational arrangements for student reviews, joint tutor/student reviews and the keeping of records throughout a reporting system. Describe the documentation to be used, eg logbooks, review sheets.

The arrangements adopted for the 365 Scheme (see Appendix 6) will continue and will be modified in the light of our experiences.

M4 Indicate whether and how it is intended to make use of the Joint Board's external assessments.

Yes at appropriate times.

N STAFFING, RESOURCING AND STAFF DEVELOPMENT

JOINT BOARD USE ONLY

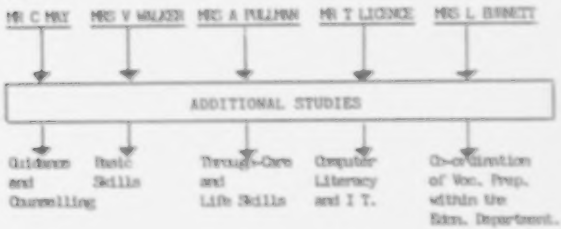
N1 **Give details of the organisation of planning/ teaching teams, and where appropriate, identifying team leaders and their areas of responsibilities.**

MR LEHAIN (EDUCATION OFFICER) AND MR R PEACOCK (ASSISTANT GOVERNOR) are jointly responsible for the co-ordination of the scheme throughout the establishment.

All full-time teaching staff (5 LI's and 2 LII's) are involved in the planning team.

Teaching teams are drawn up from full- and part-time staff and are based around students' work areas.

Each LI acts as a team leader and has responsibility as follows:



N2 **Give details of regular team meetings, how often they will be scheduled and what will be their purpose.**

1. Curriculum content planning team - Weekly - Curriculum Reviews, Documentation Reviews.
2. Teaching teams - Fortnightly - Individual's careers, Assignment Production etc.
3. Management team - Weekly - Overall policy for the Establishment.
4. Assignment production workshops - It is hoped to have about four per year.

Cont/d...

N3 Outline the staffing and equipment resources appropriate to the CPVE scheme.

JOINT BOARD USE ONLY

Staffing

The whole establishment is involved in the scheme and may therefore be viewed as a staffing resource.

Equipment/Resources

1. Two farms involving arable, dairy and pig farming.
2. A comprehensive Works Department which undertakes all forms of maintenance, repair and new work.
3. A textile manufacturing workshop.
4. A Woodmill.
5. A Carpentry Production Shop.
6. Brickwork, Carpentry and Painting and Decorating CIT Workshops.
7. Welding Vocational Training Workshop.
8. Large kitchens preparing food for 370 trainees.
9. A small hospital.
10. An Education Department with 11 classrooms, a large craft area and a full range of resources.
11. The resources of Hull College of FE are also available to us where appropriate.

Cont/d...

90

JOINT BOARD USE ONLY

N4 Outline the staff development arrangements to support the successful implementation of the scheme. These should relate to in-house arrangements as well as to the involvement of staff in regional CPVE meetings and courses organised by the Joint Board or through LEAs, FEU, RCBs, etc.

All Education Department staff have been given in-house training in regard to Assignment writing and the C & G 365 Voc. Prep. Scheme.

All establishment staff have undergone a one day training session in the ethos and mechanics of a Vocational Preparation Scheme.

All full-time Education staff and approximately 50% of part-time staff either have completed or are in the process of completing the RSA Vocational Preparation Tutor's Certificate at Hull College of FE.

0 SCHEME EVALUATION

01 Provide a plan outlining intentions and methods of scheme evaluation, eg cycle of evaluation,

The introduction of the 365 Scheme and the transition to CPVE are the subject of an F.E.U. Report to be completed by April 1986.

Evaluation of the CPVE Scheme will initially be undertaken through the weekly management meetings and by external assessments.

A more precise plan has yet to be developed.

P

ADDITIONAL STUDIES

JOINT BOARD USE ONLY

P1 What range of Additional Studies opportunities will be available?

1. See attached copy of weekly Physical Education Programme (Appendix 1)

   Outward Bound Programmes etc.

2. See attached copies of weekly Day and Evening Class Programme (Appendix 2).

3. Flexible distance learning packs in 'O' Level History, Geography, Maths and English are available. Others are being developed based on

   (a) past experience and

   (b) newly identified wants.

   Open University packs will be offered where appropriate.

4. Students may also participate in the Everthorpe Community Volunteer Programme making Soft toys and Woodwork items for external voluntary bodies, ie: Playschools.

P2 If students choose to follow Additional Studies, how will these be incorporated into individual programmes?

See attached sample copy of individual programme (Appendix 3).

A combination of taught and self-directed activities may be undertaken.

EVERTHORPE YCC - PE PROGRAMME

	09.00 10.00	10.00 11.00	11.00 12.00	13.30 14.30	14.30 15.30	15.30 16.30
MONDAY	HALF WORKS PARTY and HALF HORTICULTURE COURSE		DEVELOPMENT COURSE	INDUCTIONS / KITCHEN PARTY	WOODLANDS and ESTATE PARTIES (1)	
TUESDAY	WEIGHT TRAINING COURSE (1) / RUGBY COURSE	GYMNASTICS COURSE	KEEP FIT COURSE / REMEDIALS	INDUCTIONS	BASKETBALL COURSE	COMMUNITY SPORTS LEADERS COURSE
WEDNESDAY	WEIGHT TRAINING COURSE (2) / F/BALL COURSE (1)	FOOTBALL COURSE (3)	DEVELOPMENT COURSE	INDUCTIONS / KITCHEN PARTY	WOODLANDS and ESTATE PARTIES (2)	
THURSDAY	WEIGHT TRAINING COURSE (1) / RUGBY COURSE	GYMNASTICS COURSE	KEEP FIT COURSE / REMEDIALS	INDUCTIONS	CHIEF OFFICERS PARTY HALF WORKS PARTY and HALF HORTICULTURE COURSE	COMMUNITY SPORTS LEADERS COURSE
FRIDAY	WEIGHT TRAINING COURSE (2) / F/BALL COURSE (1)	VOLLEYBALL COURSE		INDUCTIONS	PITCH MARKING and ADMINISTRATION	
SATURDAY	DISCHARGE TESTS AND FINAL INTERVIEWS	INDUCTIONS	ISSUE OF KIT	INSTITUTION FOOTBALL and RUGBY MATCHES SPORT and RECREATION		
SUNDAY	ADMINISTRATION INSTITUTION FOOTBALL		ISSUE OF KIT	INDUCTIONS	SPORT and RECREATION	

REVISED PROGRAMME EFFECTIVE FROM 5 JANUARY 1985

EVERTHORPE EDUCATION DEPARTMENT - MORNING

ROOM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	NUMERACY S ELLIOTT	NUMERACY (BASIC) S BARLOW	NUMERACY S ELLIOTT	VOC. PREP. WORKS (1) J MATTHEWS	NUMERACY C MAY
2	BASIC SKILLS V WALKER	BASIC SKILLS V WALKER	BASIC SKILLS V WALKER	BASIC SKILLS G EDDOM	BASIC SKILLS V WALKER
3	HORTICULTURE P WILCOX	HORTICULTURE P WILCOX	HORTICULTURE R BAYES	HOTICULTURE R BAYES	
5		LIFE SKILLS A PULLMAN	EBC SOFT TOYS M HALKON	VOC. PREP. ESTATE J COLDWELL(2)	
6	VOC. PREP. ESTATE L BURNETT (1)	CRAFT M DYNES		CRAFT M DYNES	CRAFT M DYNES
7	COMMUNICATION SKILLS A PULLMAN	EXAM ENGLISH A ATKIN	COMMUNICATION SKILLS S BARLOW	EXAM ENGLISH A ATKIN	COMMUNICATION SKILLS L BURNETT
8	VOC. PREP . WELDERS G EDDOM	VOC. PREP. ESTATE L BURNETT (3)	VOC. PREP. WORKS (5) A PULLMAN	COMMUNICATION SKILLS L BURNETT	VOC. PREP. WELDERS J MATTHEWS
9	VOC. PREP. WELDERS J COLDWELL	VOC. PREP. WORKS (1) J MATTHEWS	VOC. PREP. BRICKS L BURNETT	INDUCTION A (4) V WALKER	VOC. PREP. WELDERS A PULLMAN
10	COMPUTER T LICENCE	COMPUTER R BIRD	COMPUTER T LICENCE	COMPUTER T LICENCE	COMPUTER R BIRD
11	PRE-RELEASE P BARKER	INDUCTION A (2) C MAY	COX. PREP. ESTATE C MAY (1)	INDUCTION A (4) C MAY	VOC. PREP. WORKS (2) T LICENCE
CII	CRAFT I COOPER		VOC. PREP. CARPS P BARKER	ECV WOODWORK T COOPER	
LIBRARY					
CHAPEL	INDUCTION A & B. C MAY + 21 hrs per week work-placement tutorials		INDUCTION (3) M DYNES		
PROJECT RM					
W/SHOP					
W/SHOP					
W/SHOP					

87

EVERTHORPE EDUCATION DEPARTMENT - AFTERNOON

ROOM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	NUMERACY S ELLIOTT	NUMERACY D LEHAIN	NUMERACY S ELLIOTT	NUMERACY R PEARCE	
2	BASIC SKILLS R PEARCE	BASIC SKILLS S BARLOW	BASIC SKILLS S BARLOW	BASIC SKILLS G EDDOM	
3	HORTICULTURE P WILCOX	HORTICULTURE P WILCOX	HORTICULTURE R BAYES	HORTICULTURE R BAYES	
4					
5	LIFE SKILLS J MATTHEWS	VOC. PREP. ESTATE (2) J COLDWELL	ECV SOFT TOYS M HALKON		
6	CRAFT J SPETCH	CRAFT J SPETCH	CRAFT J SPETCH	CRAFT J SPETCH	
7	VOC. PREP. WORKS (3) J COLDWELL	COMM/SKILLS A PULLMAN	COMM/SKILLS C MAY	COMM/SKILLS A PULLMAN	
8		EXAM ENGLISH A ATKIN	VOC. PREP. WORKS R BIRD (3)	VOC. PREP. ESTATE C MAY (3)	
9	VOC. PREP. PAINTS G EDDOM	VOC. PREP. BRICKS L BURNETT	LIFE SKILLS A PULLMAN	LIFE SKILLS L BURNETT	
10	COMPUTER LITERACY R BIRD	COMPUTER LITERACY T LICENCE	COMPUTER LITERACY T LICENCE	COMPUTER LITERACY T LICENCE	
11	PRE-RELEASE P BARKER	VOC. PREP. PAINTS V WALKER	WOODMILL VP V WALKER	WOODMILL VP A ATKIN	
CII	CRAFT L COOPER	VOC. PREP. CARPS P BARKER		ECV WOODWORK L COOPER	
LIBRARY					
CHAPEL					
PROJ'ROOM					
WORKSHOP					
WORKSHOP					
WORKSHOP					

EVERTHORPE EDUCATION DEPARTMENT - EVENINGS - SPRING TERM 1986 (5 JANUARY)					
ROOM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7		FARM CLASS R IVESON	TECH/DRAWING V MARTINSON	FIRST AID R CRAFTER	
8		C&G NUMERACY J BUTTERICK	H/ELECTRICS G TAYLOR	MATHS/ENG R P NETTLETON	
9		BASKETRY J WALLIS	ART & CRAFT B SIMPSON	COMM. SKILLS R OGIER	
10		COMPUTER T LICENCE	COMPUTER M BOTTON	COMPUTER M BOTTON	
11		REFEREES F PARKER	CHESS M LUCAS	RULE OF ROAD E TWEDALE	
CARPS II		ART & CRAFT M WOOD	ART & CRAFT M WOOD		
CARPS II		WOODWORK P BARKER	WOODWORK J MATTHEWS		
LIBRARY					
CHAPEL			365 R FOX		
PROJECT RM		PEOPLE & PLACES S BARKER			
WORKSHOP		MARQUETRY R SHANNON	WOODWORK S BURNETT		
WORKSHOP		HOME DEC. T FEARN	HOME DECORATING M SCUFFAM		
WORKSHOP			METALCRAFT I KENNY		
WORKSHOP			HOME BRICKS J SHARP	HOME BRICKS T BUTLER	

SAMPLE PROGRAMME - STUDENT WORKING ON ESTATE PARTY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING (8.45-11.45am)	INTEGRATED CORE STUDIES (2 hrs)	INTEGRATED VOCATIONAL STUDIES (3 hrs)	INTEGRATED CORE STUDIES (3 hrs)	WORK EXPERIENCE (3 hrs)	INTEGRATED VOCATIONAL STUDIES (2 hrs)	A NUMBER OF PHYSICAL EDUCATION OPTIONS ARE OPEN TO STUDENTS
	COMPUTER LITERACY (1 hr)				CORE STUDIES (1 hrs)	
AFTERNOON (1.30-4.30pm)	INTEGRATED VOCATIONAL STUDIES (3 hrs)	INTEGRATED VOCATIONAL STUDIES (3 hrs)	ADDITIONAL STUDIES FROM PE PROGRAMME (2 hrs)	WORK EXPERIENCE (3 hrs)		
(5-6pm)	PRIVATE STUDY (TO BE USED FOR WORK AS DIRECTED BY TUTOR)					
EVENING (6-7, 8pm)		EVENING CLASSES (From range of (1½ hrs)	EVENING CLASSES Education (1½ hrs)	EVENING CLASSES Programme) (1½ hrs)		

MON. TO FRI. TOTAL HOURS 30.25 + 6 Hours Work Experience.

WEEKS

WEEKS 1 & 2	WEEKS 3 - 6 inc.	WEEKS 7 - 25 inc.	WEEK 26
INDUCTION INTO ESTABLISHMENT AND TRAINING FACILITIES + INTRODUCTORY MODULES 1. MECHANICAL SERVICES 2. PRODUCTION 3. SERVICES TO PEOPLE	INTRODUCTORY MODULES 1. TECHNICAL SERVICES 2. PRODUCTION 3. SERVICES TO PEOPLE	EXPLORATORY/PREPARATORY MODULES	COUNSELLING - OUT PRE-RELEASE COURSE, CAREERS INTERVIEWS, PROFILE COMPLETION
WORK EXPERIENCE - MINIMUM ONE DAY PER WEEK FOR 23 WEEKS			

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HM YOUTH CUSTODY CENTRE, EVERTHORPE

VOC/PREP

STUDY AREA: BRICKWORK INTEGRATED ASSIGNMENT DESIGNING YOUR OWN HOME

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	Preliminary Discussion	Trainees are asked to discuss whether it is better to design and build your own home, and to make lists of advantages and disadvantages.	Discussion Lists of advantages and disadvantages	Discussion Making out lists.		Where we live Comparison of living in the country and in the towns.
		Trainees are asked to decide, if they were to build their own home, where it would be and to give reasons.	Written Decision	Writing reasoned arguments. List of amenities		Study of Amenities available in towns. Use of town maps and libraries.
	The Site	Trainees are asked to consider the size of home which they would require and to work out the approximate area this would be in Sq. M.	Working out area	Discussion	Working out area in square metres. Addition of areas to find total required.	
		Consider the advantages and disadvantages of single storey accommodation as opposed to two storey	List of advantages and disadvantages	Making out lists.		Housing types for the elderly or handicapped.

VOC/PREP

STUDY AREA: BRICKWORK — INTEGRATED ASSIGNMENT — DESIGNING YOUR OWN HOME

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL, ECONOMIC & ENVIRONMENT
	The Site (continued)	Having decided what area is required for the building add to this the area of garden, garage or parking place that you would like. Measure up areas of garden outside if necessary.	Measurements taken Areas arrived at.	Discussion Writing down measurements	Measurement of area. Estimation of area. Addition of areas	
		Now decide exactly where you would build your home. Use an OS town map. Find out what services are available.				
		Write to: Bus company, Electricity Board, Water Board, Waste disposal etc. asking if they provide services in the area and what it would cost. Ask for application forms.	Letters to various Departments Filling of application forms.	Letter writing. Form filling.	Calculation of total cost of laying on services to the site.	

HM YOUTH CUSTODY CENTRE, EVERTHORPE

VOC/PREP

STUDY AREA: BRICKWORK — INTEGRATED ASSIGNMENT — DESIGNING YOUR OWN HOME

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	The Site (continued)	Using local newspapers make an estimation of the price you would have to pay for the land you require in that area.	Valuation of Land	Reading newspapers.	Estimation of land cost.	An appreciation of land prices. Building land/ agricultural land.
		Write to local estate agents for details of building land available and prices.	Letters written	Letter writing		
		You must now seek planning permission write to the Planning Dept asking what information and details they require, and the cost.	Letter	Letter writing	Calculation of costs involved.	Why do we need planning permission, who decides? Who can object? Basic rules.
		They will need plans.				
	Drawing up the plans.	Decide which part of your home you would like to have most sun.	Decision		North, South East, and West. Angles degrees, Longitude latitude.	Study of which way the sun travels. How the earth rotates and tilts on its axis - the seasons the use of the compass.
		Survey staff to find out how their houses are positioned.	Survey	Talking to staff Survey document.	Calculation of survey result.	

VOC/PREP

STUDY AREA: BRICKWORK INTEGRATED ASSIGNMENT DESIGNING YOUR OWN HOME

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	Drawing up the Plans (continued)	Now draw a copy of the area map and position the new building on it and shade it red. This tells the planning authority where you intend to build.	Quality and accuracy of map drawn.	Map reading Map drawing.	Use of scale.	
		Using the examples of plans for houses already built, draw a plan of the house you would like. Your supervisor will help you get started. If it is a two storey building split your drawing into each storey.	Discussion. Quality of map drawn.	Discussion Map drawing. Use of symbols.	Use of scale measuring.	
		Draw front, back and end views of your home showing windows doors, roof, fall pipes etc.		Technical drawing.	Use of scale measuring	

VOC/PREP

STUDY AREA: BRICKWORK INTEGRATED ASSIGNMENT DESIGNING YOUR OWN HOME

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	Costing.	Now that you have decided what you want it is time to find out what it will cost. 1. Work out the total area of all walls. Calculate the cost of (a) All the bricks required. (b) All blocks required (into walls). Do not forget to go down to foundations. 2. Calculate cost of window frames, door frames and doors. 3. Work out area of floors - calculate cost of floor boarding and joints for each. 4. Discuss with your instructor the construction of the roof, calculate cost of timber and tiles required. 5. There are many items which go to make up a house not already listed - Make a list of the ones required.	Accuracy of calculations. Letter to builders yard. List of each floor with joists and floor-boarding required. List and prices.	Asking supervisor Cost of materials Writing to builders yard for up to date prices. Making lists. Discussion. Drawing up list Use of builders merchants catalogue.	Calculation of area, how many bricks to sq. yd. Calculation of quantities. Counting of doors and window frames. Calculation of area - conversion into cubic metres. Calculation of cost by using per metre price of timber. Calculation of prices.	How much timber goes to making a house - how many trees have to be cut. Types of timber hardwoods/softwoods. Different qualities.

VOC/PREP

STUDY AREA: BRICKWORK INTEGRATED ASSIGNMENT DESIGNING YOUR OWN HOME

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	Heating	You will need heating in your new home, but which type to choose? Make a comparison of the following:- Gas, solid fuel, electric, oil and LPG. Use the information sheet provided.	Comparison sheet.	Reading diagrams. Reading graphs. Make an individual graph for your type of house.	Comparison of costs	Value of insulation. Why we should all 'save it' - worlds resources.
		Write to one or two plumbers firms for approximate quotes for central heating systems for your size of house.	Letters written	Letter writing		
	Total Cost	Now total all your costs including the land and everything which goes to make up the building. Remember that this will not include things like solicitor's fees, labour charges etc.	List of items to be included	Making Lists.	Calculation of total cost.	
	Summary	Visiting speaker who has already built his own house	Question and answer.	Question and answer session. Discussion.		

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IDP TGC EVERTHORPE

VOC/PREP

STUDY AREA: WELDING INTEGRATED ASSIGNMENT A BICYCLE STORAGE PROBLEM

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENTAL
	Preliminary Discussion	Trainees will discuss: (a) Why a bicycle shed is required. (b) Who it will cater for. (c) When the facility is required. (d) Where it could be best sited. (e) Different types available.	Trainees will produce lists on (a) Advantages and disadvantages of different types of storage. (b) Possible sites. (c) Advantages and disadvantages of having a bicycle shed at all.	Writing out lists - discussing advantages and disadvantages.	Draw up a graph of the possible usage over a 24 hour period.	To create an awareness of the need for planning. What may or may not be appropriate in different areas.
	Information Gathering (General)	Trainees will discuss planning permission in general and why it is necessary and whether it is required in this case.	Production of letter to planning authority seeking help and advice.	Writing out letter to planning authority.		Why a planning authority is required.
		Trainees will undertake a survey of all potential users to ascertain types preferred.	Production of survey document.	Drawing up survey sheet with appropriate questions and giving what information is required.		Use of survey to find out democratically what people think.

VOC/PREP — HM YCC EVERTHORPE

STUDY AREA: WELDING — INTEGRATED ASSIGNMENT — A BICYCLE STORAGE PROBLEM

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	Information Gathering (General) (continued)	Trainees will survey likely areas of the establishment to ascertain possible sites for the new facility. Survey of potential users to find which is the most popular site. Trainees will be asked to find out what professionally made cycle sheds, stands and other equipment is on the market and up to date prices, given some manufacturers' names.	List of possible sites with advantages and disadvantages. Production of survey document containing site plan with different options marked. Letters written to manufacturers requesting details and prices.	Making out list of sites - Discussing advantages and disadvantages. Talking to members of staff close to proposed sites. Drawing up survey document drawing site plan to be used. Writing letters to manufacturers. Reading 'Yellow Pages' to get names and addresses.	Measuring a bicycle Measuring up of each area. Working out how many cycles could be accommodated. Measuring up for site plan. Scale drawing. Comparison of prices and what you get for your money.	

VOC/PREP

STUDY AREA: WELDING INTEGRATED ASSIGNMENT A BICYCLE STORAGE PROBLEM

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	Information Gathering (Materials)	Assess the suitability of various materials - metal wood, plastic or fibreglass or combinations of each.	List of different materials available and chart of advantages and disadvantages.	Drawing up list Making chart Discussion.		The effects of different materials on the environment. The effect of producing those materials on the environment.
		Discuss within the group or with your tutor. Use the library Outside speaker. Plastics manufacturer to discuss how they decide what products to make.		Discussion Writing letter of invitation to guest speaker.	The economics of re-cycling. Why we do not do more of it.	Re-cycling - possibilities. Present day trends. The effect of using different materials on quantities used.
		Make a sketch of the item to be produced and write a letter to the Governor outlining the project.		Making the sketch. Writing the letter to the Governor.		

STUDY AREA WELDING INTEGRATED ASSIGNMENT A BICYCLE STORAGE PROBLEM

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	Seeking Approval and Finance(cont)	Include full details of the cycle shed itself, where it is to go and approximately how much it will cost, and ask permission to go ahead with the project and also whether finance will be available.			Calculation of total cost	Awareness of Authority and how to ask for things in the correct manner.
	Preparation for Manufacture	Assume that you have been given the necessary permission and finance and that you will be using the materials available in the welding Shop ie:angle iron, sheet steel, flat bar etc.				
		Now: (a)Decide exactly what size and shape and method of construction	Drawing of whole item.	Drawing	Calculation of overall measurement	
		(b)Draw the article and give overall measurements				
		(c)Draw the individual pieces showing bends, welds, holes etc.	Drawings of individual pieces.	Technical drawing		

VOC/PREP

STUDY AREA WELDING INTEGRATED ASSIGNMENT HM YCC EVERTHORPE

A BICYCLE STORAGE PROBLEM

ITEMS	CONTENT	ACTIVITY	ASSESSMENT	COMMUNICATION	NUMERACY	SOCIAL ECONOMIC & ENVIRONMENT
	Preparation for Manufacture (cont)	(d)Prepare cutting list of all material required and price each piece accurately.	Cutting List Pricing list	Drawing up Cutting list and pricing list	Calculation of price per piece Calculation of total price.	Appreciation of cost of raw materials.
	Equipment	Write down all the things you will have to do to make each component.	Flow Chart	Production of Flow Chart.		
		Make a list of all the tools and equipment you will need and check its availability.	Tools and equipment List.	Production of tools and equipment list.		
	Manufacture	Using your drawings manufacture each piece individually bending, drilling and welding as required. Consult your Supervisor as required. Finally assemble all components.	Practical Work	Reading drawings	Making out Measuring Calculation of hole centres.	Comparison of cost of DIY. Production and professionally made article.

HM YCC EVERTHORPE

REF: E/14

STAFF INFORMATION SHEET - CITY & GUILDS 365 SCHEME

1. The Home Office wish to test the feasibility of running a Youth Training type scheme in an institutional setting. The Course thought most suitable was the City & Guilds 365 Scheme. This is a broadly based scheme, which gives youngsters a taste of various vocations.

2. The scheme involves documenting the achievements of the trainees, in all areas of activity at Everthorpe.

3. The practical work is integrated with the work carried out in the Education Department. Additional activities such as PE and evening classes, outside activities, attendance at courses etc. are also recorded.

4. There is a continuous assessment of achievement and activity. This is recorded in a Log Book and supported by a profile.

PRESENT SITUATION:

5. The work areas involved at the moment are as follows:

   Carpe CIT, Bricks CIT, Welders VTC, Painting and Decorating CIT, Woodmill Estate and Works.

   This involves a total of about 130 trainees.

6. It is the intention to consolidate at this level. It is important to get the scheme running properly before expanding into other areas, if indeed we ever do expand into other areas.

SELECTION:

7. (a) Trainees are selected for the scheme at the Training Plan Board, or the Training Plan Review.

   (b) If a trainee chooses a work area which involves the 365, then he must take part in the scheme.

   (c) If a trainee on the scheme decides that he wishes to discontinue, then consideration will be given to removing him from that work area.

CONTINUATION:

8. Information Sheets are being sent to Probation Officers so that they are fully conversant with the scheme in operation at Everthorpe. Many Colleges of FE have been consulted, and it is hoped that any trainee who wishes to continue the Course after he leaves Everthorpe will be able to do so.

DOCUMENTATION:

9. THE LOG BOOK - The trainee will keep his Log Book in his possession and will be required to take it to his workplace, where practical, and to the Education Department.

cont'd over/

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The Log Book will be completed as detailed below:

10. RECORD OF EXPERIENCE - This is the trainee's Daily Log Sheet. It will be filled in by the trainee at the end of each day, he will give a detailed account of his activities for the day, whether it be at work, or the Education Department, and also details of any additional studies he has done - ie: PE.

Many trainees will need help in completing their Daily Log, and this task may be performed by the Instructor, Teacher or Group Officer as appropriate.

JOINT REVIEW:

11. The Joint Review will be carried out by the Group Officer when he does the trainee's routine monthly report. It is not anticipated that the completion of the Joint Review will entail very much extra work on the part of the Group Officer. All the information which he needs for the Joint Review has to be collated for the Monthly Report in any event. A copy will be placed in the Profile.

RECORD OF WORK EXPERIENCE:

12. This sheet should be completed by the trainee, but he may need some assistance, either from his Work Supervisor or his Group Officer.

RECORD OF EXPERIENCE: GAINED WITH MACHINES AND EQUIPMENT:

13. This sheet should be completed by the trainee. It is essential that his Work Supervisor assists him in this in order that an accurate record is maintained of the trainee's experience with the various machines and equipment.

RECORD OF VISITS BY OUTSIDE SPEAKERS/DEMONSTRATORS:

14. This page will be completed by the trainee with the assistance of the teacher responsible for organising the speaker.

RECORD OF VISITS TO PEOPLE AND PLACES:

15. It is anticipated that these will be infrequent. If, however, they do take place, then the trainee will complete this sheet with the assistance of the person organising the visit. The Sobriety Project and attendance at Outward Bound Courses will come into this category.

EXAMPLES OF BASIC ABILITIES DEMONSTRATED ON THE COURSE:

16. This sheet will be completed by the person supervising the topic or assignment. Quite a number of these sheets will be completed during the course. One copy will be put into the Log Book and one will be filed in the trainee's work area, or in the Education Department until trainee is about released. At that point the Wing Principal Officer will collate all the examples of Basic Abilities and place them in the trainee's profile. The use of this sheet is not limited to the Instructors and Teachers, it may be used by the Group Officers or the PE Officers, or, indeed, any other person coming into contact with the trainee.

ATTAINMENTS IN BASIC ABILITIES:

17. This sheet is used in conjunction with the previous sheet. Examples of Basic Abilities demonstrated on the Course. It can be seen that the titles on the left-hand side of the grid ie:

Communications, practical and numerical, social and decision making coincide with the titles on the right-hand side of the Basic Abilities demonstration sheet. The trainee's work Supervisor and the Teacher will each have an attainments grid sheet. As assignments are completed, the grid will be ticked and initialled according to the level of skill demonstrated by the assignment. When the trainee is about to be released or complete his course, the Wing PO will collate all the sheets ie:

The Basic Abilities and Attainments in Basic Abilities sheet and complete the Profile. He will then stamp the Basic Abilities sheet in the Log Book with the highest level of attainment shown on the collated sheets.

The grid is not continuously completed in the Log Book, which is retained by the trainee, to prevent mis-use.

PROFILE REPORT FORM:

18. SHEET 1 - The sheet 1 is the same as the one in the Log Book and will be completed as previously described. Each Sheet 1 will be completed in duplicate, one copy retained by the trainee; one to be filed in the Profile.

19. SHEET 2 - This is the grid showing the abilities attained as described in the previous paragraph re the Log Book. It is on this sheet in the Profile that the final attainment stamp will be made by the PO after he has collated the grid sheets from the Teachers and Instructors when the trainee is about to be released, or he has completed the course.

20. SHEET 3 - Economic, Social and Environmental Studies - (There may be several).
This sheet will be retained by, and completed by, the Teacher and will be completed before the trainee is discharged, or when he has completed the course. When a sheet has been completed, one copy will be passed to the trainee for inclusion in his folder and one will be passed to the Wing PO for inclusion in the Profile.

21. SHEET 4 - This is a brief summary and will be completed by the PO when he compiles the Profile at the completion of the course. It will also be necessary to complete a Sheet 4 when a trainee is about to be discharged and has not completed the course in order to summarise progress so far.

SUMMARY OF RESPONSIBILITIES:

22 (1) INSTRUCTORS AND WORK SUPERVISORS - will be responsible for the teaching of practical tasks and the supervision of trainees in their work place, as they are at the present time. Where possible, they will set the trainee assignments which may or may not be integrated with the theoretical work. It is important that they keep in touch with the trainees' Teacher and Group officer in order that all work is integrated and all persons dealing with training are aware of what he is doing and what progress is being made.

22. (ii) DOCUMENTATION -

(a) The Work Supervisor is responsible for the completion of the Profile Sheet 2 examples of Abilities Demonstrated on the Course, and the associated Sheet 2 Grid of Attainments in Basic Abilities. They will keep on file one Sheet 2 for each trainee. In the case of fully integrated assignments, it may be necessary to complete the Sheet 2 in conjunction with the Teacher, or other persons who are being involved in the assignment.

(b) LOG BOOK - RECORD OF EXPERIENCE SHEET:
It may be necessary for the Work Supervisor to assist the trainees in completing their daily Log Sheet and it is advisable they are checked by the Supervisor at regular intervals.

(c) LOG BOOK - RECORD OF EXPERIENCE GAINED WITH MACHINES AND EQUIPMENT SHEET:
The Work Supervisor will be responsible for assisting the trainee complete this sheet. It is important that what is recorded on this sheet is accurate and complete.

(d) LOG BOOK SHEET - RECORD OF VISITS BY OUTSIDE SPEAKERS/DEMONSTRATORS:
If the Work Supervisor is responsible for supervising an outside Speaker or Demonstrator, then it is advisable that they ensure that the trainees have filled in this sheet accurately.

(e) LOG BOOK - RECORD OF VISITS TO PEOPLE AND PLACES:
If the Work Supervisor is responsible for organising an outside visit, then he should check that his trainees have made an accurate record in their Log Book.

23. TEACHERS:

(i) The Teachers are responsible for teaching the core elements of 365, ie: Numeracy, Literacy, Communications, Economics, Social and Environmental Studies. As far as possible, these should be integrated with the practical work the trainees are performing.

DOCUMENTATION -
(ii) (a) LOG BOOK, RECORD OF EXPERIENCE SHEET. The Teacher should assist the trainees to complete their daily Log where necessary.

(b) LOG BOOK, RECORD OF EXPERIENCE GAINED WITH MACHINES AND EQUIPMENT SHEET -
If a trainee has completed an assignment which involves the use of machines or equipment, ie: Computer, Duplicating Machinery etc., then the Teacher should ensure that he fills his Log Book in accurately.

(c) LOG BOOK, RECORD OF VISITS BY OUTSIDE SPEAKERS/DEMONSTRATORS SHEET:
We envisage that the Teachers will be responsible for a number of outside Speakers and it is important that they ensure their trainees accurately complete this sheet in their Log Book.

(d) PROFILE - SHEET 1 - EXAMPLES OF BASIC ABILITIES DEMONSTRATED ON THE COURSE:
As a trainee completes an assignment then a Sheet 1 will be completed in order that the abilities demonstrated by that assignment are recorded. It is not necessary to complete a Sheet 1 for each assignment, only for those that enable the trainee to develop in some area. All Sheet 1s will be completed in duplicate - one copy retained by trainee, one for Profile.

(e) PROFILE - SHEET 2 - ATTAINMENTS AND BASIC ABILITIES:
As the Sheet 1s are completed, then the Sheet 2 should be ticked and initialled in the appropriate column according to the level of skills demonstrated. The Teachers should keep on file, in the Education Department, a Sheet 2 for each trainee under his or her charge. When the trainee has completed his course, or when he is about to be discharged, the Wing Principal Officer will collate all these Sheet 2s andSheet 1s and use them in compiling the Profile.

(f) PROFILE - SHEET 3 - ECONOMIC,SOCIAL AND ENVIRONMENTAL STUDIES:
Before the trainee is discharged or when he has completed the course, the Teacher will, in conjunction with the trainee, complete Sheet 3. This will be again collated by the Principal Officer when he compiles the Profile. The Sheet 3 for each trainee will be retained in the Education Department. If more than one Sheet 3 is used, then as each one is completed, one copy will be passed to the trainee for inclusion in the LOG BOOK and one will be passed to the PO for inclusion in the Profile.

GROUP OFFICERS:

24. The Group Officer will be responsible for the Log Book Joint Review. The Joint Review will be carried out each month when the routine Monthly Report is completed. It is essential that the Group Officer communicates with the trainee's teacher, Works Supervisor and the PE Department, in Order to get a full picture of all the trainee's activities. He is in an excellent position to identify any special need or particular talents and it is essential that these are communicated to the appropriate departments.

WING PRINCIPAL OFFICER:

25. The Wing PO will keep in his office the Profile Report form for each trainee in the Wing who is on the Scheme. When a trainee is due for release, or has completed the scheme, he will collate all relevant paper-work and compile the Profile.

(a) PROFILE - SHEET 1 - EXAMPLES OF BASIC ABILITIES DEMONSTRATED ON THE COURSE, AND SHEET 2 - RECORD OF ATTAINMENTS AND BASIC ABILITIES SHEET:
The PO will obtain these sheets from the Teachers, Instructors and the PE Department where applicable.

He will stamp a master Sheet 2 in the Profile in the box representing the highest level of attainment recorded on the Sheet 2 he has obtained from the various sources.

(b) PROFILE - SHEET 3 - ECONOMIC, SOCIAL AND ENVIRONMENTAL STUDIES:
The PO will obtain the completed sheets from the Trainee's teacher.

(c) PROFILE - SHEET 4 - SUMMARY
The PO will interview the trainee and complete Sheet 4 of the Profile, which is a general summary of progress of the Scheme.

(d) The PO will add to the Profile any written work done by the trainee which he thinks may be of use.

PE DEPARTMENT:

26. Frequently, trainees will complete courses of instruction or attend Outward Bound Courses or Leadership Courses, which it would be advantageous to record in their Profile. In such cases it would be advisable for the PE Officers to complete A Sheet 1 and mark off a Sheet 2 for the trainee concerned, and to pass these on to the Wing Principal Officer before the trainee is discharged, or when he completes the course. These attainments should also be communicated to the trainee's Group officer and the Teacher and Instructor concerned with him on the course, in order to facilitate full integration of the Scheme.

LOCATION OF DOCUMENTS:

27. LOG BOOKS -

(a) Issued to the trainee at the TPB by the Education Officer.

(b) Retained by the trainee.

(c) A stock of Daily Log Sheets will be kept in each Wing Office, the Education Department and the Work areas.

28. PROFILES -

(a) Issued to the Wing POs at the TPB by the Education officer.

(b) Retained in the PO's Office

(c) Sheet 1 - a stock will be kept in the Work area, Wing Office, Education Department and PE Department.

(d) Completed Sheet 1s will be retained by the Supervisor/Teacher/ Group Officer/PE Officer and the trainee.

(e) Sheet 2s - a stock will be kept in the Work areas, Wing Office, Education Department and PE Department. One sheet will be kept on file in each department (where necessary) for each trainee. The final master copy will be in the Profile in the PO's Office.

(f) Sheet 3 -

(a) One to be kept on file in the Education Department for each trainee.

(b) Sheet 4 - To be retained in the Profile Report form in the PO's Office.

R PEACOCK
Assistant Governor

APPENDIX 6: ESTABLISHMENT TRAINING PROGRAMME FOR THE 365 SCHEME

MORNING

Introduction

History of why and how vocational preparation came to Everthorpe. (Delivered by Assistant Governor.)

Elements of 365

Explanation of core and vocational skills

Brief explanation of:

Communication skills
Numeracy
Economic society and environmental studies
Vocational studies
Extension studies
Guidance

Key to all is integration. (Delivered by Education Department Representative.)

Integration

What is integration?
(a) Staff and departments
(b) Education and vocational areas

Key points of vocational preparation

Integration
Trainee-centred learning
Experiential learning
Guidance etc.

(Delivered by Training Officer.)
Question time until end of morning session.

AFTERNOON

Assessment

Reason for assessment
Type of assessment — formative and summative
Profiling — simple exercise using attainment grid
Pros and cons of profiling — group exercise
Discussion of points raised

(Delivered by Education Department representative.)

Log books and profiles

A close look at log books and profiles — when to use them and how.

(Delivered by Training Officer.)

Discussion and question time until end of afternoon session.

APPENDIX 7
OUTLINE OF COURSE BASED ON ROYAL SOCIETY OF ARTS VOCATIONAL PREPARATION TUTORS' CERTIFICATE

The aims of the course are:

1. To enable course members to identify the training and educational needs of young people who participate in vocational preparation schemes and consequently develop an appropriate curriculum to satisfy those needs.
2. To consolidate new curriculum innovations relative to vocational preparation provision.
3. To give course members credit, certification and status for present and potential curriculum development achievements.
4. To facilitate and encourage team work with regard to new curricular development.
5. To give course members an increased awareness of the new further education areas of provision provided by the college/ schools/other agencies.
6. To provide guidance and support to course members relative to the new eductional/training concepts.
7. To assist course members in achieving objectives outlined by the Royal Society of Arts which should allow transfer and progression in and between institutions/organisations within different regions.
8. To assist course members to assume responsibility for their own training and development needs.

Participants in the scheme provide evidence of ability in various areas by producing schemes of work, case studies, diary of work undertaken, etc. This then leads to their certificate being endorsed with various 'can do' statements. These are:

A Write aims illustrating the purpose of a particular training programme.

B Write realistic objectives for particular learner(s).

C Devise schemes of work setting aims and objectives in context.

D Design appropriate learning experiences, materials and strategies.

E Construct a training programme which identifies an appropriate core.

F Integrate core skills within vocational activities.

G Negotiate learning experiences with learners.

H Provide learners with guidance.

I Use learner-centred teaching methods.

J Review learning experiences and materials in relation to aims and objectives.

K Contribute to the effective integration of a learning programme.

L Apply the concepts of skill transfer and ownership of skills.

M Contribute effectively to the programme team's planning.

N Integrate own teaching/training with that of others.

O Record learner performance and experience.

P Provide formative and summative assessment for learners.

Q Evaluate the effectiveness of a particular learning programme.

R Identify and counter bias and discrimination in relation to learning strategies/programmes and materials.

S Apply information technology in teaching/learning strategies/programmes.

APPENDIX 8: GUIDE TO PREPARING AN ASSIGNMENT

1. Visit general work area (e.g. farm) and liaise with supervisors discussing the work actually undertaken by trainees.
2. Identify and visit the specific work area of the trainees for whom the assignment is intended (e.g. pig rearing section).
3. Try to relate work activities to as many of the ten core studies as possible and make notes for broad outline of the assignment.
4. Using this outline identify source materials, such as reference books, leaflets, brochures or videos, which might be relevant.
5. Construct an assignment based on the information gathered which incorporates as many of the core studies as possible into an integrated whole.
6. After the assignment has been used by trainees for a short period, say one week, discuss it with them and modify as necessary.

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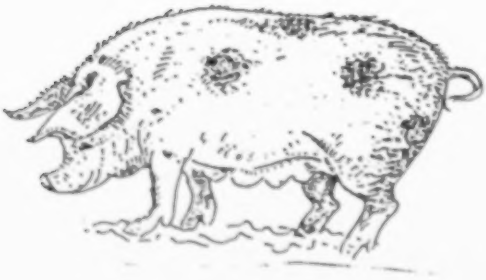
PIG ASSIGNMENT



PIGS — PAST AND PRESENT

PIG FOODSTUFFS

PIG MANAGEMENT AND PIG ENVIRONMENT

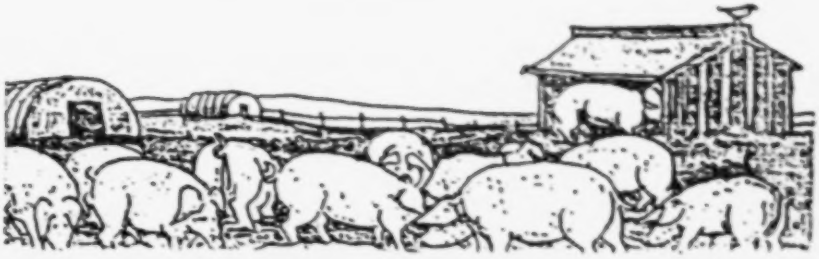
HOME FARM

PIG PERSON

THE HISTORY OF BACON

THE FOOD VALUE OF BACON

PIG WORD SEARCH



CITY AND GUILDS 365

ASSIGNMENT TITLE: Pigs — Past and Present

AUTHOR:

CONTENT:

RESOURCES: Information Sheet

WORK AREA: Estate

STAGE	1	TALKING & LISTENING	
		READING	✓
TIME	1½	WRITING	✓
		USING SIGNS/DIAGRAMS	
INDIVIDUAL	✓	COMPUTER APPRECIATION	
		SAFETY	
GROUP		USING EQUIPMENT	
		NUMERACY	✓
		PLANNING	
		OBTAINING INFORMATION	✓

COURSE TUTORS _____

STUDENT _____

PIGS - PAST AND PRESENT

Task 1

Read carefully the information you have been given **before** answering the following questions.

a) Where did pigs live in prehistoric times?

b) What were these pigs like to look at?

c) What was the 'thing to do' in Norman times?

d) How were wild pigs protected in the tenth and eleventh centuries?

e) What kind of food did the forest pigs eat?

f) What does 'ruminant' mean?

g) How are modern pigs like their wild ancestors?

h) What would a sow do in the wild when she was about to farrow?

i) What did pigs feed on in the Middle Ages?

j) Where were pigs not popular?

k) When did pigs become lazier and fatter?

l) Which century was the 'age of the Fat Pig and the Enormous Ox'?

m) In which country is a Large White called a Yorkshire?

n) Describe what the Middle White looked like.

o) Where are some of the white pigs reputed to have come from?

p) Which breeds are making a come-back?

q) Why is there a resistance to coloured pigs in the meat trade?

Task 2

'One Cheshire pig was recorded in 1774 as weighing 12½ cwt.'

There are 112 lbs in 1 cwt and 1 kilo is equal to 2.2 lbs.

How much would this pig have weighed in kilos?

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CITY AND GUILDS 365

ASSIGNMENT TITLE: Pigs Foodstuffs Assignments

AUTHOR:

CONTENT:

RESOURCES: Information Sheet on Pig Foodstuffs

WORK AREA: Estate

STAGE	1	TALKING & LISTENING	
		READING	✓
TIME	1	WRITING	✓
		USING SIGNS/DIAGRAMS	
INDIVIDUAL	✓	COMPUTER APPRECIATION	
		SAFETY	
GROUP		USING EQUIPMENT	
		NUMERACY	
		PLANNING	
		OBTAINING INFORMATION	✓

COURSE TUTORS _____

STUDENT _____

PIG FOODSTUFFS ASSIGNMENT

Answer the following questions on the main foodstuffs of pigs.

1. What percentage of barley meal could I feed to a fattening pig?
2. What ailment might a pig suffer from if it is fed too much wheatings?
3. What is coarse bran used for?
4. What sort of pig is Maize Germ unsuitable for?
5. What must be added to soya bean meal?
6. Which has the highest fibre content, ground nuts (expended) or ground nuts (extracted)?
7. What might too much white fish meal do to pigmeat?
8. How is fish meal produced and how much is included in pig rations?
9. How many pints of Skim Milk can a suckling sow consume in a day?
10. Why isn't whey a protein substitute?
11. How can the feeding value of acorns be improved?
12. What is beech mast rich in?

PIG MANAGEMENT

The way a herd is managed affects the health and profitability of that herd and good management is of vital importance.

TASK ONE

Answer the following questions. The answers can be found in the Ministry of Agriculture booklets, 'Pig health and production recording', 'Pig environment', and 'Pigs: the smaller unit'.

Pig health and production recording

1. Write a definition of the following terms used in pig husbandry.

   (a) Sow. (b) Boar. (c) Maiden Gilt. (d) Weaner. (e) Suckler. (f) Feeder/finisher. (g) Sow cull. (h) Porker.

2. In which class of slaughter pigs would pigs of the following liveweights be placed?

   (a) 85 kg. (b) 115 kg. (c) 65 kg. (d) 78 kg. (e) 106 kg. (f) 90 kg.

3. How many of each of the following are there on the estate farm?

   (a) Piglets not yet weaned.

   (b) Sows.

   (c) Boars.

   (d) Gilts.

   (e) Feeder/finishers.

Ask one of the farm instructors if you cannot find out the answers for yourself.

4. (a) Name three ways in which pigs are marked for identification?

   (b) What methods are used on the estate farm?

5. What is the main disadvantage of ear tagging?

PIG ENVIRONMENT

1. What risks does a piglet run if it is born in a farrowing room with a temperature of 21°C or less?
2. What effect do the following have on pigs' performance?

   (a) Inadequate floor space.

   (b) Excessive floor space.

3. What lying area is best for a pig of 10 kg in weight?
4. How can injuries to young pigs be reduced if a floor surface is badly worn?
5. What is a notifiable disease and give the names of three notifiable diseases which affect pigs.

TASK TWO

Write a paragraph, with an illustration if necessary, on a breed of pig. The book 'Farming' by Peter Rice may help you here.

CITY AND GUILDS 365

ASSIGNMENT TITLE: Home Farm

AUTHOR:

CONTENT: Measuring, graphs, area and volume calculations

RESOURCES: Tape measure

WORK AREA: Estate

STAGE	1	TALKING & LISTENING	
		READING	
TIME		WRITING	✓
		USING SIGNS/DIAGRAMS	✓
INDIVIDUAL		COMPUTER APPRECIATION	
		SAFETY	
GROUP	✓	USING EQUIPMENT	✓
		NUMERACY	✓
		PLANNING	✓
		OBTAINING INFORMATION	

COURSE TUTORS _____

STUDENT _____

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HOME FARM

Task 1

a) Draw a plan (not to scale) of all the areas of Home Farm in which pigs are housed or kept.

b) Name each area and put in the number and type of animal in each area.

c) Draw a bar chart of the numbers of boars, sows, weaners and fatteners on the farm.
State the date of the pig count.

Task 2

Working in pairs or in groups, take the measurements you will need to draw a front, side and plan elevation of the solaries.

a) Draw to scale (choose your own scale) the front, side and plan elevations of a solari.

b) Work out the floor area of the total solaries.

c) Work out the volume of one solari.

1.

Volume = base and height x length.

2.

Volume = ½ base x height x length.

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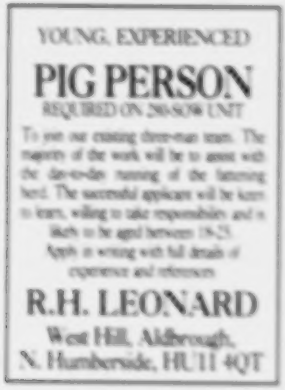
PIG PERSON ASSIGNMENT



YOUNG, EXPERIENCED

PIG PERSON

REQUIRED ON 200-SOW UNIT

To join our existing three-man team. The majority of the work will be to assist with the day-to-day running of the fattening herd. The successful applicant will be keen to learn, willing to take responsibility and is likely to be aged between 18-25.

Apply in writing with full details of experience and references

R.H. LEONARD

West Hill, Aldbrough,
N. Humberside, HU11 4QT

This advertisement appeared in a newspaper. Read through the advertisement before you start this assignment.

Task 1

Write a letter applying for the job of 'Pig Person' remembering to give full details of your experience in working with pigs.

Task 2

a) What is a reference?

b) Can you think of two people who would write a reference for you?

Task 3

a) Why does this advertisement state a 'pig person' instead of a pig man?

b) What law ensures that all vacancies advertised are available to either sex and when did it become law?

Task 4

If you were interviewed for this job what questions would **you** ask at the interview?

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CITY AND GUILDS 365

ASSIGNMENT TITLE: The History of Bacon

AUTHOR:

CONTENT:

RESOURCES: Booklet 'The Story of British Bacon'

WORK AREA: Estate

STAGE	1	TALKING & LISTENING	
		READING	✓
TIME	1	WRITING	✓
		USING SIGNS/DIAGRAMS	
INDIVIDUAL	✓	COMPUTER APPRECIATION	
		SAFETY	
GROUP		USING EQUIPMENT	
		NUMERACY	
		PLANNING	
		OBTAINING INFORMATION	✓

COURSE TUTORS _____

STUDENT _____

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CITY AND GUILDS 365 SCHEME - ESTATE

THE HISTORY OF BACON

If you were to think of the traditional British breakfast you would probably think of bacon and eggs. But . . . what is bacon? Bacon is the flesh of a pig preserved by using curing salts. It is sold as either "green" bacon or unsmoked or after smoking as smoked bacon. You will need the book 'The Story of British Bacon' in order to answer the questions.

1. Why did man need to find ways of preserving foods?
2. Why is it easier to salt pork than beef?
3. How many years ago was it that the Greeks were breeding pigs?
4. The pig that we know today owes a great deal to which Leicestershire farmer?
5. Which two types of pig did he cross breed?
6. Why do we use the phrase 'to save our bacon'?
7. What were pigs fattened on during early autumn?
8. What was eaten as the traditional dinner at Christmas?
9. Why do the flavours of ham vary from district to district?
10. How did the farmer's wife cure pork?
11. How were prime hams smoked?
12. What was resinous wood used to produce?
13. How could a couple win the 'Dunmow Flitch'?
14. Who is responsible for placing bacon firmly on the British breakfast table?
15. Who are the biggest bacon eaters in the world?

CITY AND GUILDS 365

ASSIGNMENT TITLE: The Food Value of Bacon

AUTHOR:

CONTENT:

RESOURCES: Information Sheet

WORK AREA: Estate

STAGE	1	TALKING & LISTENING	
		READING	✓
TIME	1	WRITING	✓
		USING SIGNS/DIAGRAMS	
INDIVIDUAL	✓	COMPUTER APPRECIATION	
		SAFETY	
GROUP		USING EQUIPMENT	
		NUMERACY	
		PLANNING	
		OBTAINING INFORMATION	✓

COURSE TUTORS _____

STUDENT _____

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THE FOOD VALUE OF BACON

Despite the fact that only one fifth of us eat a cooked breakfast, either because we don't have time or because the thought of a robust meal at 7 am is not appealing, bacon still plays an important role in the diets of many people.

To some extent, the traditional breakfast of bacon, egg, tomatoes and fried bread is increasingly becoming a popular evening meal. Both bacon rashers and joints are tasty, nutritious and versatile.

All meat, including bacon, is recognised as a good source of high quality protein, as well as many vitamins and minerals.

The choice of cut, i.e. streaky and back rashers, gammon rashers or joints, affects the relative amounts and distribution of fat and protein, but it also determines the amount of energy (joules or calories) and the amount of the various B group vitamins present. The latter are found in the lean of meat, not in the fat.

As with all meat, bacon, gammon and ham contain no appreciable amounts of carbohydrate.

Protein content of cooked cuts of bacon compared with other protein sources
(figures in brackets refer to weight of portion as normally eaten)

1. What percentage of us eat a cooked breakfast?
2. What is considered a 'traditional breakfast'?
3. What three words are used to describe bacon rashers and joints?
4. What does the choice of cut affect?
5. What are found in the lean of the meat but not the fat?
6. How much carbohydrate does bacon contain?
7. What does the chart represent?
8. To what do the figures in brackets refer?
9. Which food has the highest protein content?
10. Which food has the lowest protein content?
11. Make a list of the protein content of the foods starting with the highest protein content down to the lowest.
12. Which three foods have the same protein value?

PIG WORD SEARCH

Z	B	K	L	O	P	B	O	A	R	L	O	Y	U	H	I	J	K	Y
A	U	N	M	Q	S	P	O	H	A	F	X	P	S	J	G	P	L	M
L	U	P	E	N	S	M	N	R	L	B	B	U	O	W	X	E	Y	Z
J	S	Q	V	U	T	L	G	I	F	X	Q	V	W	F	I	L	O	K
K	T	X	Z	L	K	E	J	D	P	F	X	O	B	H	I	L	R	L
O	S	O	K	C	B	L	P	O	R	Q	S	Y	R	Z	Q	E	N	M
D	U	T	Q	L	N	M	N	I	C	S	D	X	E	J	K	T	P	H
E	V	R	A	H	J	T	L	I	G	C	T	Y	E	N	M	S	P	G
R	W	C	H	R	H	I	M	H	L	L	X	W	D	O	L	Z	Q	U
A	K	I	T	M	T	C	K	P	A	C	E	H	E	F	Z	F	F	O
E	N	H	Z	A	E	V	R	R	B	A	O	T	R	S	L	I	L	R
P	Q	O	Q	A	T	E	G	D	N	C	X	Y	X	C	S	D	W	T
O	P	Z	O	U	T	E	H	E	L	R	U	Q	Z	H	K	E	K	R
L	F	E	X	R	W	U	R	C	V	X	C	C	M	J	S	J	X	E
E	E	Q	A	H	T	P	X	Y	R	W	Y	E	Z	S	X	X	F	T
T	S	T	I	F	S	T	F	E	F	L	A	W	E	C	J	K	L	A
I	S	T	R	J	Q	F	T	Y	F	L	A	X	O	T	I	T	O	W
H	E	S	E	X	X	S	C	P	O	S	G	N	I	D	E	E	R	B
W	K	R	Z	V	E	H	F	H	O	N	M	J	D	T	I	F	F	T
G	X	W	W	C	L	D	H	Y	V	J	P	L	I	R	D	C	C	D
N	L	S	U	R	S	J	A	B	A	C	O	N	N	F	A	L	D	C
O	M	O	T	U	D	Y	M	R	U	Y	R	W	A	R	T	C	H	H
L	L	G	A	T	E	W	E	I	G	H	K	I	L	M	H	L	E	J
G	N	O	P	S	T	V	Z	D	X	W	V	K	K	N	K	J	F	I

BOAR
SOW
GILT
PIGLET
WEANER
SOW BREEDER
PENS
GLOUCESTER OLD SPOT
LANDRACE
LARGE WHITE
ESSEX
WESSEX
PORK
LARGE BLACK
LONG WHITE LOP EARED
STARTER
HYBRID
BACON
BREEDING
FISH MEAL
SOYA
PELLETS
WEIGH
WATER TROUGH
HAM

APPENDIX 9: CASE STUDIES

These case studies are of three of the four initial trainees at Everthorpe.

Robert North

Robert was born in January 1965; he comes from a caring family but lost his father in 1981 after a long illness, after which his mother attempted suicide. He would now be living with his mother and two younger sisters, and the family home is open to him when he is released.

He left school at the age of 16 but before leaving school he truanted badly from the age of 13, partly to enable him to help his father, who was a lorry driver at that time. When he did attend school he showed aptitude in the practical subjects (art, metalwork and woodwork), and left school with an 'O' level GCE pass in Art.

When Robert left school he worked as an apprentice plumber for a period of eight months before being made redundant. A period of unemployment then followed before he gained employment with a wooden pallet repair firm. After a short time he again became unemployed before eventually finding work with another pallet repair firm nearer his home, where he worked until his arrest. At the time of his arrest he was contributing regularly to the family budget.

Between leaving school and his arrest for the present offence, he came before the courts on two occasions for theft and was fined and subsequently served short prison sentences for non-payment of fines. Some of the trouble in which he has found himself has been the result of excessive drinking. He will openly admit that he drinks heavily, especially at weekends.

His present five-year sentence results from an offence involving throwing home-made petrol bombs at a train containing rival football supporters.

When Robert came to Everthorpe the tests which he completed on his induction showed that he was below average in most areas tested, but particularly poor in maths. Shortly afterwards he was asked if he would like to participate in the vocational preparation course being started up in the establishment to which he readily agreed. When he started the course he was a reasonably cheerful, likeable character who seemed to be able to relate to staff as well as to his follow trainees, although at times he could still display evidence of immaturity. He was still vulnerable to the influence of certain other inmates, to his detriment, but he was hard-working and could be relied on to do his best.

His 365 course included time spent in the kitchen, the carpentry training workshop and in the Works Maintenance Department. During this time he attended

regular classroom sessions involving assignments related to his work area at any particular time.

He received very good reports in all his work areas and showed a particular interest in the carpentry and joinery workshop. His work in this area was excellent, even by a tradesman's standards. When moved to the Works Maintenance Department he showed a preference for working with wood, although of course the work was of a much more varied nature, often working in other materials also.

His work in the Education Department was of an equally high standard. He was given a variety of assignment work ranging over several subjects, including some which were related to his work area. He completed these assignments well, often taking work back to his cell. At the end of his programme he had built up a considerable folder of work.

It was obvious that during the time of Robert's 365 programme he was maturing at a steady rate. His interest in carpentry and joinery work and his relationship with the workshop supervisor helped enormously in this maturation process. It was also fortunate that the trainees by whom he was occasionally influenced were transferred quite early on in the programme, allowing him a chance to realise that he could stand on his own feet. By the time he moved to his last work area, the Works Maintenance Department, he had become a very useful worker who could take responsibility for his own work albeit under supervision. His standard of work and his relationships with his supervisor and other members of staff were very good.

At the end of course his ability in English and mathematics had improved drastically, with his mathematics in particular showing a 24% improvement. This obviously contributed to the fact that he passed both the written Communication Skills and Numeracy examinations to gain the full certificate in Vocational Preparation (General). When asked if he had enjoyed participating in the scheme he said that he had enjoyed his work in the practical areas and that he had liked some of the work in the Education Department, but that he did not like filling in the diary log book and was glad that this had come to an end. He did say, however, that he realised the importance of the log book and would be looking after it carefully. He had asked for his log book and profile document to be placed in his property box.

Although Robert said that he had enjoyed the majority of the course and had benefited from it, he was quite honest in admitting that he would not have enrolled for such a course if he had not been at Everthorpe. However, now that his interest in carpentry and joinery had been awakened he said that when he was released he would like to pursue this work at his local college. He asked for details of what courses were available and found that he could take an Ad-

vanced Craft Course. An introduction to the Head of the Building Department was arranged for him on his release.

Robert is still working in the Works Maintenance Department and recently came up for parole. Unfortunately this was not granted and it was feared that this would affect him adversely. However, he was soon back to his old self. When the subject of his parole was broached, he simply said 'That's life'.

Shaun South

Shaun was born in October 1964 and his family background is not a happy one as his mother and father separated when he was two years old. Shaun and his one-year-old brother then lived with his father and paternal grandmother until Shaun was nine years old. It was at this time that his father began to cohabit with another woman and the grandmother left the home. Shaun stayed in the family home although he and his stepmother did not get on at all well.

In 1980 Shaun and his brother were taken into care by the local authority as a result of various offences. Over the next three years Shaun stayed mainly in a probation hostel until he was found to be glue-sniffing and was subsequently asked to leave. Accommodation was found for him at a Displaced Persons Hostel where he was staying when he committed the offence of robbery (handbag snatching) for which he is serving his present four-year sentence. This offence was committed under the influence of drink.

Between 1977 and 1983 Shaun had appeared in a juvenile court, a magistrates court or the Crown Court no less than 24 times for various offences. From his records it would appear that the immaturity and instability leading to these offences were mainly due to the lack of positive parental influence in his life. One positive aspect of his life up to the age of 16 was his regular attendance at school. However, he was not one of the highest achievers at his secondary school and left without any examination passes. On leaving school Shaun worked at Community Industry (a government training scheme) for eight months before joining another scheme working in a centre for spastics. He then progressed to a job working in a factory. This employment did not last, however, and Shaun left simply because he could not cope. He had been unemployed for approximately one year up to the time of his latest offence. When Shaun came to Everthorpe he was still shocked at the length of his sentence, he was still very immature and took a while to settle down into the regime on his first custodial sentence. He appeared quiet and withdrawn and prone to fits of depression. He did not mix well with other trainees and did not get on with staff very well. He was given Job Share which meant that he could spend each afternoon attending classes in the Education Department. It was hoped that this would help him to overcome some of his shyness; and would assist him with his mathematics which was also of a very low standard.

At this point Shaun joined a Vocational Preparation Scheme while he was working as a house cleaner in his accommodation wing. During his course he was to move on to the painting and decorating training workshop and the Works Maintenance Department.

Immediately before starting on the course Shaun had worked in the textile shop and had been very withdrawn, although his work was good. However, when he started work as a house cleaner he did start to mix with other trainees. Because he was on Job Share he spent a great deal of time in the Education Department and showed interest in most of his assignments.

He received good reports from all his work areas but seemed to enjoy his work in the painting and decorating workshop most. During his time in this work area he spent some time in the Education Department in a regular practical session painting toys made for local institutions by the Everthorpe Community Volunteer Project. When transferred to the Works Maintenance Department he was allocated to a painting tradesman and helped to maintain the buildings at Everthorpe.

During the first few months of the course he was turned down for parole which proved to be a setback in the improvement he had made with relationships with trainees and staff. However, he got over this period of depression and made a vast improvement when allocated to the painting and decorating training workshop.

By the end of his course Shaun's outlook and attitude towards trainees and staff and life in general had changed considerably. He became a lot happier and started to show more emotion. He had made a few friends among the trainees and could talk to staff with ease. He would talk at some length about the work he was undertaking. This was probably due to a number of factors including the new contact with his parents and getting used to the system inside Everthorpe. Another apparently important factor was his success in the written Communication Skills and Numeracy examinations. These were the first examinations he had sat and he was obviously most pleased at his success. He also received excellent reports from the Works Department staff for his work which he seemed to enjoy.

Although there has been a vast improvement in some of Shaun's characteristics, he is still a bit of a loner and prefers his own company for most of the time. However, he now has the ability to converse and mix with people when he wants to, and displays much more confidence in himself.

When asked whether he had enjoyed the course he said that he enjoyed the work aspect of the course, particularly painting and decorating, but had found the education assignments a bit of a 'brain grinder'. He said that apart from the

skills he had learned in the practical areas, the most important thing which he had gained from his course was increased ability in maths. He said that participating in the scheme had been one of the advantages of being in Everthorpe and he had enjoyed filling in the log book. In fact he was still filling in his log book even though he had completed the course.

Despite his success and the obvious enjoyment of some parts of the course he was not interested in pursuing a course in painting and decorating at a local college when released.

Shaun is still working in the Works Maintenance Department and getting very good reports. Although he is now 21 years old he has been granted special permission to stay at Everthorpe until after his next parole review in four months time.

Michael East

Michael was born in July 1966 and is the only child of a respectable and caring family. The family home is clean and well maintained and in a reasonable residential area. His father is strict and easily angered. Both parents work and his mother does a great deal of voluntary work.

He attended school regularly and was in the top sets for most subjects. His head of year stated that he was well above average ability.

In 1980, when Michael was 14 years old, he was convicted of grievous bodily harm against a 9-year-old boy and sentenced to six years detention. In 1983 he was released on licence but later that year he committed the offence of criminal damage (to a telephone kiosk and a car). This offence was committed while under the influence of drink. For this he received a fine and later a warning from the Home Office regarding the conditions of his licence, which did not expire until 1986. However, in August 1984 he was convicted of stealing a tape-recorder from premises where he was employed on a Government training scheme. For this offence he received an 80-hour Community Service Order. On the first day of serving this community service he was carrying out decorating tasks at an elderly lady's house. At the end of the day the house owner discovered that her jewellery was missing. Michael was arrested and admitted the offence. For this he received a further custodial sentence and his licence was revoked from his original offence. This meant that he had to serve the remainder of his original sentence.

Michael came to Everthorpe in November 1984 and agreed to participate in the 365 Vocational Preparation Scheme. During his time on the course he worked in the Officers' Mess, the textile shop and the Stores Department. During his induction period it became apparent that he had quite a high academic ability and was capable of gaining 'O' level examination passes. His manner was gen-

erally good despite occasional lapses and he got on well with trainees and staff. He was quite articulate and during his course received good reports from his work areas and excellent reports from education staff. His work on his 365 assignments was of a high standard and he seemed just as keen to take work to do in his cell as he was to work in the classroom. His extension studies included 'O' level mathematics and English language.

He continued to relate well to both trainees and staff for most of the time but there was still an underlying streak of violence which occasionally showed itself. A setback occurred when he was working at his first work area, the Officers' Mess. It appears that Michael provoked his co-worker and decided to settle the disagreement with the use of a kitchen knife. This necessitated his early transfer to his next work area.

By the end of his 365 Vocational Preparation course Michael's general attitude and behaviour had changed little. If anything had changed this was perhaps his attitude to staff which had become a little better. His academic achievements now included GCE passes at grade 'A' in English language and grade 'E' in mathematics. He had passed the 365 certificate in Vocational Preparation (General) written examinations in Communications Skills and Numeracy with ease and had gained distinctions in both. Although practical work was not his forte he had received good reports regarding this work from all his supervisors.

When asked about the course he said that although he enjoyed some of the practical work and had learned a lot, he had liked design work and the academic work for his 'O' levels best. He was very pleased about gaining such good grades in his examinations, he did not mind filling in his log book and thought that the log book and profile might come in useful if he wanted a job in a practical area.

Michael appears keen to continue his studies on release and states that he would like to gain 'O' levels in chemistry, business studies and computer studies. He is considering whether to try for an 'A' level in maths or English if this can be fitted in before his release. Contact has been made with local colleges and details of courses available have been passed on to him. His probation officer is fully aware of the situation and has been in contact with the link organisation between prison and college who have also been to see Michael. Michael states that he would eventually like to work in an office or go into business for himself.

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Objectives

The objects for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:
a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

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